

# **CONGRESS COMMUNITY DEVELOPMENT AND EDUCATION UNIT Ltd**

## **STRATEGIC PLAN**

**2009 – 2018**

(Amended 16 March 2009)

## **VISION**

The Congress Community Development and Education Unit (CCDEU) will be recognised as an inspirational, caring, Indigenous Christian organisation for releasing and empowering people to reach their full potential and to contribute to the shaping of the Australian nation.

In giving precedence to Indigenous traditional knowledge and wisdom, it will continue to serve the people as an innovative leader in education, in wholistic wellbeing, in community development, and in achieving a just and equitable society.

It will impact upon the nation by promoting self-reliance and interdependence in the development of the individual, their families, communities, and the wider society.

## **PURPOSE STATEMENT**

The purpose of CCDEU is to provide an environment in which Indigenous people can prosper spiritually, emotionally, intellectually, physically and materially, based on Indigenous Christian principles, and be empowered for life in all its fullness.

This environment will include programs which:

- provide opportunities for lifelong learning;
- provide access to employment;
- foster health and healing;
- lead to economic, financial and political empowerment;
- create advantage for the individual and community;
- establish pathways for all individuals to establish identity and self-esteem, control of their direction in life and their role in contributing to vibrant futures for their communities;
- foster and express Indigenous spirituality;
- recognise and value cultural differences; and
- encourage creativity.

It will also include:

- research from Indigenous perspectives and values;
- advocacy on issues relevant to and impacting on CCDEU; and
- on-going reviews to ensure the continuing development of the vision of CCDEU.

## **CONSTITUENCY**

CCDEU is an initiative of the Uniting Aboriginal and Islander Christian Congress. It is governed by a Board of Indigenous people appointed by Calvary Presbytery, which is the Queensland arm of the UAICC.

Primarily it serves the interests of Aboriginal and Torres Strait Islander people, with its programs being open, as far as possible, to the wider Australian community.

## **CONSTRAINTS**

### **Staff Factors**

- Professional and dedicated staff willing to make substantial sacrifices;
- Quality of leadership available to CCDEU;
- Teamwork, including bonding, a sense of collective achievement, passing on of skills to others, and mentoring;
- Staff with clear understanding of the Board's Vision and with commitment to it;
- Cultural awareness and knowledge of Indigenous languages;
- Retention of staff and staff turnover;
- Maintaining competitive salaries and conditions.

### **Cultural Factors**

- Board members who are Indigenous and drawn from a wide range of Indigenous cultural backgrounds;
- CCDEU linked into and serving a wide cultural range of communities with distinctive cultural perspectives;
- Government systems ("moulds") and Western society's patterns fail to take into account the different cultural perspectives of Indigenous Australians.
- Dysfunctional communities with a breakdown of order, family structures, authority structures, and social boundaries;
- Little or no value given to Indigenous languages.

### **Communication**

- Possibilities for a high level of communication and interaction between CCDEU entities;
- The tyranny of distance: CCDEU serves many remote communities.

### **Funding**

- Ability to access funding for programs;
- Uncertainty in accessing funding and in continuity of funding.

## **Constraints (continued)**

### **Society and Government**

- Changes in Government and changes in policies and laws;
- Negative perceptions of Shalom Christian College and of CCDEU activities;
- Lack of recognition of the quality of CCDEU activities and of the commitment and expertise of its staff;
- Lack of recognition given to initiatives of Indigenous people;
- Maintaining and growing the client and student base.

## VALUES

Congress Community Development and Education unit values:

- The Indigenous Christian faith and lifestyle;
- Aboriginal and Torres Strait Islander cultures, including beliefs, spiritual understandings, practices, traditions, aspirations, knowledge, language, histories, and artistic expression, including the fundamental relationships to land and families;
- The diversity of Aboriginal and Torres Strait Islander cultures;
- The special contribution of Aboriginal and Torres Strait Islander cultures to Australian development;
- The knowledge, heritage and wisdom of elders;
- The many cultures of Australia as a gift of God to the nation;
- The enhancement of communication and understanding between the various groups that make up the Australian nation;
- Reconciliation between the Indigenous Australian community and other Australians;
- Respect and care for the natural environment;
- The wholistic well-being of the individual and community;
- Each individual's identity and self-esteem;
- Justice and equity;
- Empowerment of Aboriginal and Torres Strait Islander people to determine and pursue their own individual and community destinies;
- Integrity, truth, reliability and accountability;
- Individual self-reliance, self-discipline and initiative;
- Life long learning and the opportunity for people to achieve their full potential (physically, intellectually and spiritually) at all stages of their lives;
- Respect and compassion in human relationships and care for people;
- Creativity;
- Respect for property and country;
- Excellence in all aspects of the organisation's life;
- The diverse cultural experiences and professional perspectives of its staff, students and clients;
- Excellence in management and administration;
- The contribution of each person to CCDEU;
- Teamwork, cooperation, a common purpose, and a cohesive community;
- Self-reliance and economic independence.

## **OPERATING PRINCIPLES**

As an inspiring, caring, Indigenous Christian organisation, CCDEU will, in its operations,

- be governed by a Board of Indigenous Australian people;
- ensure efficient operation of the Board so that it has effective control of the organisation;
- show understanding and respect for the vision of the Board;
- foster an Indigenous Christian ethos in all its programs and activities;
- provide such services to Indigenous people as are consistent with the principles and policies of the Uniting Aboriginal and Islander Christian Congress;
- be guided by the aspirations of the Aboriginal and Torres Strait Islander communities that it seeks to serve;
- establish policies and programs through consultation, collaboration, and negotiation with Indigenous people, communities, and representative organisations;
- be responsive to the needs and aspirations of Indigenous people in the provision of education services;
- be open to the possibility of establishing new programs, enterprises, and activities that will further advance its vision for Indigenous communities;
- promote a culture for lifelong learning, empowerment, and wholistic well-being;
- be flexible in service delivery to encapsulate cultural diversity;
- implement consultative management practices wherever possible;
- promote constructive interaction between the various sections of the organisation;
- ensure, as far as possible, open and effective communication throughout the organisation;
- promote the employment and advancement of Indigenous staff in all sections of the organisation;
- utilise, as appropriate, both Indigenous and western knowledge and traditions in its programs;
- be guided by the highest ethical standards;
- ensure accountability and transparency throughout the organisation and to the communities that it serves, and to funding authorities;
- manage its resources so as to achieve its goals efficiently and cost-effectively;
- respect Indigenous decision-making processes;
- meet commitments and obligations in a timely manner;
- continually seek to enhance the quality of its operations and the outcomes of its programs, including regular evaluation against its Strategic Plan and against established benchmarks;
- be committed to quality assurance and continuous improvement;
- honour everyone's contribution to the organisation;
- be flexible in responding to individual and community needs.

## AIMS

In offering an Indigenous Christian alternative to enhance the quality of life, CCDEU will:

- be recognised as a model for Indigenous Christian faith in action, and in its pursuit of excellence;
- actively promote a sense of pride and identity to achieve maximum potential;
- be a leading innovator in lifelong education and training for Indigenous people, and offering a broad range of wholistic programs in community and enterprise development, community service, human services, and applied research;
- be a self-determining Indigenous organisation committed to wholistic human and community development, operating within the context of Indigenous cultures and a Christian ethos;
- provide programs of education from a Christian and Indigenous cultural perspective;
- contribute to the realisation of a more just and equitable society through programs and products that impact upon the environment, lifestyles, and reconciliation;
- provide vocational pathways and access to employment for Indigenous people, particularly in the context of community and enterprise development, and in community service;
- provide pathways for Indigenous people who seek healing and recovery;
- provide specialised environments of care in which people maintain dignity and self-worth;
- promote the well-being of individuals, families, and communities so as to enable the achievement of a vibrant, prosperous, jubilant, and fulfilled lifestyle;
- promote the empowerment, self-management, self-reliance, and economic independence of Indigenous people;
- promote the development of Indigenous leadership;
- undertake research from Indigenous perspectives;
- promote the development of Indigenous spirituality, culture, and creativity.

## **GOALS**

### **1. Teaching, Training and Learning**

1. To have education and training programs for all age groups that advance the acquisition of knowledge, creativity, self-reliance, dignity, and self-determination, offered in a culturally appropriate environment;
2. To have education and training programs that provide pathways that lead to employment, self-fulfilment, economic independence, achievement of the individual's full potential, and the ability to function in both Indigenous and non-Indigenous contexts;
3. To have policies and procedures in place which ensure that the staff are of the highest quality;
4. To have opportunities for spiritual formation and nurture in the Christian faith from the perspective of Indigenous spirituality;
5. To express Indigenous Christian principles and practices in all aspects of the life and activities of the CCDEU community;
6. To have in place programs and practices that contribute to a more just and equitable society, including programs that impact on the environment, life skills, employment, and reconciliation;
7. To have programs and practices in all parts of the organisation which target the emergence of excellent Indigenous Christian leaders and leadership;
8. To have in place programs and practices that foster interaction between all units and personnel in the organisation.

### **2. Spirituality, Faith and Quality of Life**

1. To provide support for Indigenous faith and lifestyle;
2. To have an Indigenous Christian ethos permeating all activities of the organisation;
3. To ensure that all policies and programs honour and promote Indigenous culture, spirituality, wisdom, creativity and lifestyle.

### **3. Cultural Maintenance and Development**

1. To develop and provide programs that recover, maintain, and develop Indigenous languages and which educate young people and the wider community about them;
2. To have in place programs that ensure that all staff are culturally aware and able to work sensitively and effectively with Indigenous people.

## **Goals (continued)**

### **4. Research and Consultation**

1. To have established processes of consultation, research and mobilisation within the organisation and its community which ensure relevance and high quality in all programs and operations;
2. To have in place strategies of consultation, dialogue, and communication that ensure that CCDEU is well-informed on the needs, interests, and aspirations of Indigenous communities, and that the communities are well-informed on how CCDEU is responding to their needs and interests.

### **5. Community Development and Economic Enterprise**

1. To utilise the knowledge and experience of CCDEU to provide a resource to our clients, partners, and communities on Indigenous affairs and in specialist areas related to their management and development.

### **6. Community and Human Service**

1. To have in place programs that target the quality of life of Indigenous people and their communities, including programs of teaching, life-skills, and care, and the raising of awareness of the opportunities for well-being and prosperity;
2. To have in place programs of education and human services that respond to the needs of Indigenous people and communities;
3. To provide and promote high quality cultural and recreational programs and facilities, including sport.

### **7. Governance, Management and Administration**

1. To have a strong financial management structure which supports the growing capacity of the organisation;
2. To have a professional staff in all parts of the organisation with training and experience relevant to delivery of the programs and services;
3. To have procedures in place which will ensure that the policies, procedures, and structures of the organisation remain relevant.
4. To have an inspirational environment for the organisation, including physical resources that are appropriate to its programs, services, and operations;
5. To have funding streams, in addition to those from government funding agencies, that provide enhanced financial self-reliance for the organisation;

## **Goals (continued)**

6. To have structures, policies and procedures in place that ensure efficiency, cost effectiveness , accountability, and transparency in the organisation's governance, management, administration, and operations;
7. To have in place structures, policies, and procedures that contribute to a more just and equitable society, which reflect best management practices, and which promote a harmonious, creative, and affirming work environment.

## **8. Quality Assurance and Continuous Improvement**

1. To have established partnerships and networks with the local and wider community to promote excellence of service delivery predominantly for and by Indigenous people;
2. To recognise and celebrate the success and achievements of the organisation locally and nationally;
3. To provide continuous quality assurance in the delivery of education and human service programs that reflect current research;
4. To have in all CCDEU programs processes of research, action, reflection, review, and renewed action which lead to relevance and excellence in management and operations.

## **9. Promotion and Public Relations**

1. To promote and project an image of excellence and distinctiveness in all the productions and public presentations of the organisation, supported by high quality programs and operations;

## **STRATEGIES**

The following pages set out the Strategies which will implement the Goals and seek their achievement within the terms of this Strategic Plan. Some of the Strategies will be implemented in all or most of the Operational Units of CCDEU. These are shown under “CCDEU” in the list of Strategies for each Goal. Others are specific to one or two of the operational Units. These are shown under the acronym for that Unit. These are:

- CCDEU – all or most Operational Units;
- SSDARU – Stagpole Street Drug and Alcohol Rehabilitation Unit.
- SEV – Shalom Elders Village.
- SCC – Shalom Christian College.
- SDS – Shalom Development Services or Milbi Constructions.
- BI – Black Ink Press.
- HO – Head Office of CCDEU.

The Performance Targets indicate what should be in place or should have been achieved if the Strategy has been successful in achieving the respective Goal. The Performance Targets might otherwise be referred to as Performance Measures or Key Performance Indicators (KPI).

The Critical Success Factors indicate the key factors that will “make or break” the achievement of the Goal. They are not the only factors that will need to be considered in implementing Strategies to achieve the Goal; but they are ones, without which, the Goal will not be achieved successfully. The Critical Success Factors will usually be reflected somewhere in the Strategies of this or another Goal in order to make sure that these factors are being addressed.

The Quality Assurance Processes are the means by which the success of the Strategies can be assessed in achieving the performance Targets. They are also the means by which the quality of the operations of the organization can be assessed in achieving its goals.

It must be kept in mind that these are Strategies for implementing the long-term Goals of a Strategic Plan. They need to be translated into the Goals and Strategies of an Operational Plan for each year of implementation of this Strategic Plan. The success of the Strategic Plan is seen in the success of the Strategies in achieving the Performance Targets. Hence a periodic review of what Strategies are being implemented and which Performance Targets are being achieved according to the Time Line will demonstrate how well the organization is operating to achieve its Goals, Purpose, and Vision, and hence whether or not any adjustments need to be made to its operations.

In the section that follows, the Principal of Shalom Christian College is variously referred to as Co-ordinator or Principal. Acronyms used include:

- ODO –Organization Development Officer
- EO – Executive Officer
- SFO – Senior Finance Officer
- HRO – Human Resource Officer

It should also be noted that Strategies that apply to more than one Goal have not been repeated and generally appear only once in this section.

## STRATEGIES

### TEACHING, TRAINING, AND LEARNING

**GOAL 1.1:** To have education and training programs for all age groups that advance the acquisition of knowledge, creativity, self-reliance, dignity, and self-determination, offered in a culturally appropriate environment.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b></p> <p>1. Research and develop programs that lead to the achievement of the Vision of CCDEU, including plans that address program content, funding, staffing, facilities, and associated policies and procedures.</p>	<p>1. An Organization Development Officer appointed to report to EO on research and planning future developments in CCDEU and finding the resources for organizational change and development, including new programs.</p> <p>2. OD Officer plans programs and new initiatives to achieve the Vision and Goals of the Strategic plan and reports regularly to EO, Chairman, Co-ordinators Meeting and Board.</p>	<p>Feb – April 2009</p> <p>May 2009 &amp; ongoing</p>	<p>Executive Officer</p> <p>Organization Development Officer</p>
<p>2. Provide a program of care for children from 0 to 5 years in which they receive excellent care, a foundation in their Indigenous culture and in their knowledge of the Christian faith, and an excellent preparation for their subsequent education.</p>	<p>1. OD Officer plans development of a Childcare facility and program, identifies funding sources and prepares submissions.</p> <p>2. Childcare facility constructed.</p> <p>3. Childcare Unit operational.</p>	<p>2010 – 2012</p> <p>2013</p> <p>2014 - 2018</p>	<p>Executive Officer and Organization Development Officer</p>
<p>3. Develop programs that foster interaction between the College and the other Centres of CCDEU.</p>	<p>1. Elders participate in cultural programs in primary school and school children visit Elders.</p> <p>2. Black Ink publications used in SCC.</p> <p>3. Record maintained of interaction between all units of CCDEU, reported to Board annually and included in Annual Report.</p> <p>4. Interaction included on agenda of Co-ordinators' Meetings to explore possibilities.</p> <p>5. Research and community development in YBI develops understandings in CCDEU of its role in community development.</p> <p>6. Black Ink provides design, publishing, and printing services to all operational units of CCDEU, including brochure and poster design and promotional materials.</p> <p>7. BI provides ISBN information and bar codes for all CCDEU and YBI publications.</p>	<p>2009 and ongoing.</p> <p>2009 and ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; on-going</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Principal &amp; Co-ordinator of SEV.</p> <p>Principal &amp; Co-ordinator of Black Ink.</p> <p>All Co-ordinators</p> <p>All Co-ordinators</p> <p>All Co-ordinators</p> <p>Co-ordinator of Black Ink</p>

**GOAL: 1.1 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
4. Develop access to library and information services that meet the needs of the students, staff and clients of CCDEU.	<ol style="list-style-type: none"> <li>1. Library continues to develop in SCC with annual budget allocated for expansion.</li> <li>2. Program operates in SCC to encourage use of the library for education, continuing self-directed learning, and recreation.</li> <li>3. Library and information services established and operating in SEV, SSDARU, and Black Ink for education, recreation, and resource for staff and clients.</li> </ol>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Principal</p> <p>Principal</p> <p>Co-ordinators of SEV, SSDARU, and Black Ink</p>
<p><b>SCC</b></p> <p>5. Provide high quality programs of education from an Indigenous and Christian perspective, catering for age groups from Pre-School to Year 12, which are responsive to the personal, social, spiritual, creative and vocational needs, aspirations and interests of Indigenous people and communities, and which lead to rewarding and fulfilling futures.</p>	<ol style="list-style-type: none"> <li>1. SCC provides education programs from Preparatory to Year 12 with reviews at least every 2 years to evaluate operations and outcomes against Strategic Plan and the transition of students to employment and further education.</li> <li>2. Enrolments reach 200 in primary and 500 in secondary including 300 boarders and 200 day students with retention above 75% per annum.</li> <li>3. National standards in education to be targeted, especially in literacy and numeracy.</li> <li>4. Master Plan allows for expansion in facilities to keep pace with increasing enrolments.</li> </ol>	<p>2009 (Cyclical Review) – ongoing.</p> <p>2018</p> <p>2009 and ongoing</p> <p>2009 - 2018</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Executive Officer</p>
6. Provide services that support the admission, enrolment and retention of students and assist in ensuring their personal and social well-being.	<ol style="list-style-type: none"> <li>1. Health and Well-being Centre fully staffed and operational with ongoing funding guaranteed for the foreseeable future.</li> <li>2. Quality of service regularly reviewed to ensure its effectiveness and outcomes.</li> <li>3. A structured health and hygiene program is conducted in the dormitories each term.</li> </ol>	<p>2009 – 2010</p> <p>2009 and every second year thereafter.</p> <p>2009 &amp; ongoing</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>

**GOAL: 1.1 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
7. Establish links with Indigenous communities so as to encourage elders and other cultural experts to participate in the on-going cultural education of the students.	<ol style="list-style-type: none"> <li>1. A schedule of visits by staff to communities from which students come is established.</li> <li>2. Elders and cultural experts visit the school and train the students to take part in events such as NAIDOC.</li> <li>3. An advisory committee of elders and community representatives is established to address issues such as student attendance, behaviour management, and progress.</li> </ol>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2010 &amp; ongoing</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>
<p><b>SSDARU, SCC, BI</b></p> <p>8. Develop and implement programs and activities that target self-esteem and identity.</p>	<ol style="list-style-type: none"> <li>1. Individual client treatment plans and counselling to set goals target self-esteem and identity.</li> <li>2. Key speakers from the community are invited to address the clients and students to motivate them in establishing a role in the community.</li> <li>3. Activities take place which allow the students and residents to express Indigenous cultures in affirming contexts.</li> <li>4. Secondary students take part in activities in the primary school to teach children about their culture.</li> <li>5. Books expressing indigenous identity are written, illustrated, and published.</li> </ol>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Co-ordinators and psychologists</p> <p>Co-ordinators</p> <p>Co-ordinators</p> <p>Co-ordinator</p> <p>Co-ordinator</p>
<p><b>SEV</b></p> <p>9. Research and develop an appropriate education and training program in SEV.</p>	<ol style="list-style-type: none"> <li>1. What can be offered and what residents are interested in are researched and documented.</li> <li>2. An appropriate literacy and numeracy program investigated and, if need be, developed.</li> <li>3. Education and training program including literacy and numeracy implemented for those residents who wish to take part as part of the Activities Program.</li> </ol>	<p>Mar – April 2009</p> <p>May – Sept 09</p> <p>May 2009 and ongoing</p>	<p>Co-ordinator</p> <p>Co-ordinator</p> <p>Activities Officer</p>
<p><b>SSDARU</b></p> <p>10. Research and/or develop an educational program for young people suffering from addiction.</p>	<ol style="list-style-type: none"> <li>1. Suitable program identified or new program developed and implemented in conjunction with Youth Program.</li> </ol>	<p>2010 &amp; ongoing</p>	<p>Co-ordinator in conjunction with Principal</p>

**Goal 1.1 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
11. As part of their rehabilitation, provide opportunity for residents to participate in education and training programs that are culturally appropriate and target their individual interests, needs, or aspirations through an external institute or specially designed internal programs.	<ol style="list-style-type: none"> <li>1. Education Officer on staff to manage these programs and dialogue with residents on their aspirations and education and training options.</li> <li>2. Residents actively engage in education &amp; training programs.</li> <li>3. Specific programs available to residents who wish to improve their literacy and numeracy skills.</li> </ol>	<p>2010 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 and ongoing</p>	<p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p>
<p><b>BI</b></p> <p>12. Develop and implement a planned series of workshops to enhance the skills of individual writers and illustrators.</p>	<ol style="list-style-type: none"> <li>1. Funding sources identified to support this strategy.</li> <li>2. Improved skills of Indigenous writers and illustrators assessed and documented through reviews and outcomes of workshops.</li> <li>3. Residential workshops in Black Ink for rural and remote writers and illustrators.</li> <li>4. Mentors identified to provide ongoing support to Indigenous writers and illustrators.</li> </ol>	<p>2009</p> <p>2010 – 2018</p> <p>2010 – 2018</p> <p>2010 - 2018</p>	<p>Co-ordinator &amp; OD Officer</p> <p>Co-ordinator of Black Ink</p> <p>Co-ordinator of Black Ink</p> <p>Co-ordinator of Black Ink</p>
13. Develop a regular magazine for writers and illustrators as an educational and promotional tool.	<ol style="list-style-type: none"> <li>1. Magazine is published on a regular basis (e.g., 6-monthly) and includes articles, stories, and illustrations of Indigenous artists.</li> <li>2. Funding identified to support this as a regular publication.</li> </ol>	<p>2011 – 2018</p> <p>2010 – 2011 &amp; ongoing</p>	<p>Co-ordinator</p> <p>Co-ordinator and OD Officer</p>
14. Establish a system of mentors to support emerging artists and illustrators.	<ol style="list-style-type: none"> <li>1. Mentors are identified as they are established as writers and illustrators to serve as role models, speakers at festivals etc, and trainers in workshops.</li> <li>2. Book launches are conducted in communities to celebrate writer and illustrator.</li> </ol>	<p>2010 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Co-ordinator</p> <p>Co-ordinator</p>
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. Acquiring appropriate levels of ongoing funding for all programs and new initiatives.</li> <li>2. Securing and retaining qualified and committed staff.</li> <li>3. Ongoing professional development for all staff.</li> <li>4. Specialist staff such as nurses, specialist subject teachers, and psychologist undertake research and share information with other staff.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Regular review of implementation and outcomes of each strategy in the Strategic Plan 6-monthly and in depth review of progress on achieving all Performance Targets and Goals every 2 years.</li> <li>2. Review at least annually education and training outcomes against national standards and report to Board.</li> <li>3. Staff performance appraisals completed annually with all staff in all areas.</li> </ol>		

**Goal 1.2:** To have education and training programs that provide pathways that lead to employment, self-fulfilment, economic independence, achievement of the individual’s full potential, and the ability to function in both Indigenous and non-Indigenous contexts.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b></p> <p>1. Wherever possible, develop education and training programs, particularly in the College, on the principles of “both-ways” education.</p> <p>2. Regularly consider in Co-ordinators’ Meetings interactive pathways between the operational units of CCDEU to enhance the opportunities for students and for staff to gain work experience, on-the-job training, traineeships and apprenticeships.</p> <p>3. Document a Memorandum of Understanding between SDS &amp; SCC to provide pathways for senior students to articulate into the workforce.</p> <p>4. Identify funding sources for programs and new initiatives throughout CCDEU and obtain funds.</p>	<p>1. a) Education programs in College teach mainstream syllabus competencies; but also ensure students consider issues from an Indigenous perspective.</p>	<p>2009 &amp; ongoing.</p>	<p>Principal</p>
	<p>b) Education and training programs in all operational units are seen to implement “both ways” principles.</p>	<p>2009 &amp; ongoing.</p>	<p>Co-ordinators</p>
	<p>c) Professional development programs target the understanding and implementation of “both ways” education throughout CCDEU.</p>	<p>2009 &amp; ongoing</p>	<p>Co-ordinators</p>
	<p>2. a) Increasing numbers of senior students gain work experience and employment in CCDEU units.</p>	<p>2010 &amp; ongoing.</p>	<p>Co-ordinators</p>
	<p>b) Reports at least 6 monthly in Co-rd Meeting and to Board on success of this Strategy.</p>	<p>2010 &amp; ongoing.</p>	<p>Co-ordinators</p>
	<p>c) Documentation reflects Co-ordinators’ Meetings are used as a forum to discuss and develop these pathways.</p>	<p>2010 &amp; ongoing.</p>	<p>Co-ordinators</p>
	<p>3. SDS provides work experience for SCC students throughout the year.</p>	<p>2009 (MOU)</p>	<p>Principal and Works Supervisor</p>
	<ul style="list-style-type: none"> <li>• At least one student each year obtains an apprenticeship with SDS.</li> </ul>	<p>2009 &amp; ongoing</p>	<p>Principal and Works Supervisor</p>
	<ul style="list-style-type: none"> <li>• SCC &amp; YBI Training Unit provide support of Indigenous apprentices entering employment with SDS</li> </ul>	<p>2010 &amp; ongoing</p>	<p>Principal and Director of YBI</p>
	<ul style="list-style-type: none"> <li>• YBITU provides off-the-job academic education and training for apprentices and trainees.</li> </ul>	<p>2012 &amp; ongoing</p>	<p>EO with Director of YBI</p>
	<p>4. Adequate funds are available for new initiatives and for ongoing programs, as required.</p>	<p>2009 &amp; ongoing</p>	<p>Organization Development Officer</p>

**GOAL 1.2 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>BI</b></p> <p>1. Deliver a program of effective professional development support for Indigenous writers and illustrators in career pathways, including leadership and advocacy in the publishing industry.</p> <p>2. Encourage the creative potential of children through workshops in schools, using visual and verbal communication, story-telling and story-boards as tools.</p>	<p>1. a) Support is given for authors and staff who do further study e.g. Community Development.</p> <p>b) Programs in place to facilitate exhibitions and marketing of original artworks, liaising with Libraries, Galleries and Collections on behalf of illustrators.</p> <p>2. a) Program is documented and some successful stories are published.</p> <p>b) Concurrent programs of professional development of teachers, librarians are in place, and attendance at school events.</p>	<p>2012 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2010 &amp; ongoing</p> <p>2011 &amp; ongoing</p>	<p>Co-ordinator, Black Ink</p> <p>Co-ordinator, Black Ink</p> <p>Co-ordinator, Black Ink</p> <p>Co-ordinator, Black Ink</p>
<p><b>SDS</b></p> <p>1. Progressively expand the staff establishment of SDS in relation to the number scope and size of projects, including tradesmen, apprentices &amp; trainees, and administrative staff to provide increasing employment opportunities for Indigenous people in skilled employment and training.</p> <p>2. Tender for &amp; carry out internal CCDEU projects as the first priority.</p> <p>3. Broaden the work profile of SDS including projects outside CCDEU.</p>	<p>1. a) SDS establishment to 4 teams of 2 tradesmen &amp; 2 apprentices plus contracts administration.</p> <p>b) Identify a pool of sub-contractors &amp; encourage them to employ Indigenous people in return for contracts.</p> <p>2. a) SDS tenders for &amp; wins at least 75% of internal capital works projects.</p> <p>b) Establish strict timelines &amp; budgets for all projects &amp; achieve 100% of these.</p> <p>3. a) In addition to internal projects, tender for at least 6 external projects per year and win at least 20%.</p> <p>b) In addition to internal projects, tender for at least 10 external projects per year and win at least 20%.</p> <p>c) In addition to internal projects, tender for at least 15 external projects per year and win at least 20%.</p>	<p>2009 – 2013</p> <p>2009 &amp; ongoing</p> <p>2009 to 2018</p> <p>2009 to 2018</p> <p>2009 to 2012</p> <p>2013 – 2016</p> <p>2017 - 2018</p>	<p>Works Supervisor</p> <p>EO &amp; Works Supervisor</p> <p>Works Supervisor</p> <p>Works Supervisor</p> <p>Works Supervisor</p> <p>Works Supervisor</p> <p>Works Supervisor</p>

**GOAL 1.2 (continued)**

<b>STRATEGY</b>	<b>PERFORMANCE TARGETS</b>	<b>TIME LINE</b> (Date to begin and to finish)	<b>RESPONSIBLE OFFICER</b>
<p><b>SSDARU</b></p> <p>1. Develop programs which target the individual training needs of residents while they are engaged in the rehabilitation program.</p>	<p>1. a) All residents meet with the Vocational Training Officer during their rehabilitation and an individual program of education and training is planned and documented.</p> <p>b) A Vocational Guidance program is documented and delivered.</p> <p>c) Transport is available for clients to attend off-site training programs.</p> <p>d) Record kept of residents' participation in, and outcomes of, education and training programs.</p> <p>e) Treatment plan reviews occur and are documented.</p> <p>f) Sporting activities and transition to employment programs are incorporated, as appropriate.</p>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Vocational Guidance Officer</p> <p>Vocational Guidance Officer</p> <p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p>
<p><b>SCC</b></p> <p>1. Review the role of Manual Arts in the College's program.</p>	<p>1. Manual Arts program reviewed and upgraded to relate to the transition to employment program, taking account of the MOU negotiated with SDS.</p> <p>2. Review the Manual Arts building and design one that is more appropriate to contemporary training needs, taking account of the SDS workshop being constructed.</p> <p>3. Seek funding for a new Manual Arts building and equipment.</p> <p>4. Construct a new Manual Arts building.</p>	<p>2009-02-06</p> <p>Jan – June 2010</p> <p>July – Dec 2010</p> <p>2011</p>	<p>Co-ordinator</p> <p>Co-ordinator</p> <p>OD Officer</p> <p>Executive Officer</p>
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>Funding.</li> <li>A well planned Master Plan to ensure adequate facilities to support the programs and new initiatives.</li> <li>Staff who understand the principles underlying CCDEU.</li> <li>Staff who understand and can support the transition from school to employment and further training.</li> <li>Setting SDS up as an RTO or in partnership with YBI as an RTO to provide training.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>Regular review of implementation and outcomes of each strategy in the Strategic Plan 6-monthly and in depth review of progress on achieving all Performance Targets and Goals every 2 years.</li> <li>Review at least annually education and training participation and outcomes of all programs of education, training, and employment.</li> <li>Staff performance appraisals completed annually with all staff in all areas.</li> <li>A system of feedback from students, residents, and clients on program delivery is developed and implemented.</li> </ol>		

**GOAL 1.3:** To have policies and procedures in place which ensure that the staff are of the highest quality.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b></p> <p>1. Identify on-going training needs through performance appraisals and offer training to address these needs.</p> <p>2. Continue systematic review of HRM policies and procedures from the Policies and Procedures manual and ensure that all policies and procedures are implemented.</p> <p>3. Implement performance appraisal throughout CCDEU with documented individual professional development programs and appraisal against this.</p> <p>4. Continue to monitor and review salaries and conditions of staff in order to recruit appropriately trained and experienced staff.</p> <p>5. Monitor registration and certification of staff throughout the organization and ensure that professional development updates and improves staff competence, including compliance with registration and certification requirements.</p> <p>6. Review at least annually all Job Profiles.</p>	<p>1. a) Policies on induction of staff are documented, implemented, and training provided is recorded for all staff members.</p>	<p>2009 &amp; ongoing</p>	<p>HRO and Co-ordinators</p>
	<p>b) Policies on performance appraisal link with programs of professional development.</p>	<p>2009 &amp; ongoing</p>	<p>HRO and Co-ordinators</p>
	<p>c) Training is available on commencement of employment to address known deficiencies in qualifications, skills, or experience.</p>	<p>2009 &amp; ongoing</p>	<p>HRO &amp; Co-ordinators</p>
	<p>d) Induction includes understanding of Vision and Purpose of CCDEU, implementation of Strategic Plan, and understanding of Board's responsibilities.</p>	<p>2009 &amp; Ongoing</p>	<p>Co-ordinators</p>
	<p>e) Encourage staff, especially Indigenous staff, with potential for further development, to plan their career paths and undertake further studies which will facilitate achievement of their careers.</p>	<p>2009 &amp; ongoing</p>	<p>Co-ordinators</p>
	<p>2. HRM Policies and Procedures (including Staff Manual, HRM-780, and Induction Kit) are reviewed and updated by Co-ordinators and approved by Board.</p>	<p>Jan to Dec 2009</p>	<p>EO &amp; Co-ordinators</p>
	<p>3. Policy and procedures on performance appraisal are reviewed and implemented, with annual reports to the Board on appraisals done and general outcomes.</p>	<p>2009 &amp; ongoing</p>	<p>HRO and Co-ordinators</p>
	<p>4. a) Tax-free Fringe Benefit available to all staff of CCDEU (not SDS).</p>	<p>2009 &amp; ongoing</p>	<p>Executive Officer</p>
	<p>b) Annual review is conducted of salaries and conditions against awards and agreements.</p>	<p>2009 &amp; ongoing</p>	<p>Human Resource Officer</p>
	<p>5. Register established, maintained, and checked at least annually for compliance of individual staff qualifications, registrations, and certifications, as required by their discipline.</p>	<p>2009 &amp; ongoing</p>	<p>Human Resource Officer</p>
	<p>6. Review all Job Profiles prior to recruitment to a vacant position and at least annually.</p>	<p>2009 &amp; ongoing.</p>	<p>Co-ordinator and HRO</p>

**Goal 1.3 (continued)**

<b>STRATEGY</b>	<b>PERFORMANCE TARGETS</b>	<b>TIME LINE</b>	<b>RESPONSIBLE OFFICER</b>
<p>7. Promote forums and an organizational culture in which communication and performance can be discussed and reviewed.</p> <p>8. Implement a system of mentors throughout the organization so that experienced and well qualified staff support less experienced and lesser qualified staff.</p> <p>9. Develop a program of short term exchange placements with staff of other relevant organizations to broaden experience and get ideas which could be implemented to enhance CCDEU operations.</p>	<p>7. Communication and performance are regularly discussed in Co-ordinators' Meetings and in staff meetings in each Operational Unit with the aim of identifying strategies by which to improve them.</p> <p>8. The learning environment of the organization supports the mentor system.</p> <p>9. a) Program developed and documented in consultation with other organizations. b) Program implemented with one or two staff participating from each operational unit each year.</p>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2010</p> <p>2011 &amp; ongoing</p>	<p>Co-ordinators</p> <p>Co-ordinators</p> <p>HRO and Co-ordinators' Meeting</p> <p>Co-ordinators</p>
<p><b>SSDARU</b></p> <p>1. Ensure that all staff of SS DARU have access to, and undertake, professional development in areas specific to the alcohol and drug field, inclusive of formal training and/or attendance at conferences and workshops.</p>	<p>1. a) Staff training needs are identified and documented through performance appraisals and work duties b) Individual staff training records show professional development completed.</p>	<p>2009 &amp; ongoing, at least 6-monthly</p> <p>2009 &amp; ongoing</p>	<p>Co-ordinator</p> <p>Co-ordinator</p>
<p><b>Critical Success Factors</b></p> <p>1. Sufficient allocation in budgets for competitive staff salaries.</p> <p>2. Review of HRM Policies and Procedures is a standing item on Co-ordinators' Meetings.</p> <p>3. Salaries paid to staff reflect qualifications and experience.</p> <p>4. Regular meetings of Co-ordinators to monitor operations and developments across the organization.</p> <p>5. Funds allocated in operational unit budgets for staff exchange placements.</p>	<p><b>Quality Assurance Processes</b></p> <p>1. Review of Policies and Procedures is a standing item on Co-ordinators' Meetings.</p> <p>2. Performance Appraisals are documented and related to individual Professional Development programs.</p> <p>3. All Policies and Procedures are endorsed by the Board.</p> <p>4. Staff report on placements and reports reviewed annually to evaluate the worth of the Exchange Placement program.</p>		

**Goal 1.4:** To have opportunities for spiritual formation and nurture in the Christian faith from the perspective of Indigenous spirituality.

<b>STRATEGY</b>	<b>PERFORMANCE TARGETS</b>	<b>TIME LINE</b> (Date to begin and to finish)	<b>RESPONSIBLE OFFICER</b>
<b>CCDEU</b> 1. Foster an organizational culture in which all staff, through dialogue, discussion and research, explore this goal.	1. Documents and other resources are available in all operational units that support spiritual formation and nurture in the Christian faith from an Indigenous perspective. 2. Periodic reviews are conducted in each operational unit and in Co-ordinators' Meetings to assess how this goal is being achieved. 3. Majority of staff appointed are committed to the Christian faith. 4. Devotions and services are conducted regularly by Indigenous Ministers involving students, residents, and staff.	2010 & ongoing   2009 & ongoing  2009 & ongoing  2009 & ongoing	Co-ordinators   Executive Officer and Co-ordinators  Human Resource Officer  Co-ordinators
2. Encourage staff to enrol in Yalga-binbi Institute's Christian Leadership and Community Development programs.	1. Staff are enrolled in YBI's programs.	2009 & ongoing	Co-ordinators
<b>SEV, SSDARU, SCC</b> 3. Develop a plan for regular Bible Study for those residents and students who wish to take part.	1. Bible Study plans are developed and implemented catering to the special interests of residents and students. 2. Bibles, religious books and magazines, and other resources are available in all operational units.	2009 & ongoing  2009 & ongoing	Co-ordinators  Co-ordinators
3. Foster an organizational culture in which residents and students learn to value spiritual formation and have the opportunity to develop their faith and Christian commitment without pressure.	1. A chaplain is appointed or identified for each operational unit, including Crystal Creek. 2. A designated staff member or chaplain is available for prayer times, including for those in need, to encourage them in their faith. 3. Funds are identified in the budget of each operational unit for appointment of a chaplain or designated staff member.	2009 & ongoing  2009 & ongoing  2010	Co-ordinator  Co-ordinator  Co-ordinator and Executive Officer

**Goal 1.4 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
4. Provide opportunities for students and residents to participate in Christian activities, including youth groups, Bible Study, and services in churches in the wider community.	<ol style="list-style-type: none"> <li>1. Transport is available to assist those who wish to attend.</li> <li>2. Opportunities for these activities are promoted in the operational unit so that students and residents may decide if they wish to participate.</li> </ol>	2009 & ongoing	Co-ordinator
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. Allowance is made in the budget of all operational units to purchase appropriate resources.</li> <li>2. Allowance is made in the budget for appointment of a chaplain in each operational unit or for the identification of a staff member who can assume this role as required.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Periodic reviews are conducted in each operational unit and in Co-ordinators' Meetings to assess the organization's effectiveness in achieving this goal.</li> </ol>		

**Goal 1.5:** To express Indigenous Christian principles and practices in all aspects of the life and activities of the CCDEU community.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Develop policies and procedures to guide the expression of Indigenous Christian principles and practices in the life and activities of the operational units of CCDEU.	1. Policies, procedures, and a code of conduct are documented for all operational units to express the Indigenous Christian character and values of CCDEU.	February to November 2010	Executive Officer with Co-ordinators
2. Promote respect for country, culture, family, and self in all aspects of the life and activities of the organization.	1. The following are evident in the operations of the unit: <ul style="list-style-type: none"> <li>• Harmony within the community</li> <li>• Healthy discussions without judgement</li> <li>• Ability to discuss without prejudice</li> </ul>	2009 & ongoing	Co-ordinators
3. Evaluate Policies and Procedures as well as essential documents such as Collective Agreements against Indigenous Christian principles and practice.	1. Indigenous Christian principles and practice are taken account of in reviewing all Policies, procedures, Collective Agreements, and other essential documents.	2009 & ongoing	Executive Officer
<b>SCC</b> 4. Conduct morning assemblies in Primary and Secondary with daily prayer and a regular Church service.	1. Daly assemblies incorporating prayer and a regular service are conducted.	2009 & ongoing	Co-ordinator
5. Display Christian posters around the school and dormitories.	1. Christian posters are displayed around the school and dormitories.	2009 & ongoing	Co-ordinator
6. Develop behaviour management strategies that take account of Indigenous Christian principles and practice.	1. Behaviour management practices emphasize modelling and rewarding desired behaviour rather than punishment of undesired behaviour. 2. There are clear consequences for inappropriate behaviour that are understood by students.	2009 & ongoing  2009 & ongoing	Co-ordinator  Co-ordinator
<b>Critical Success Factors</b> 1. Staff act as role models, including in the way that they speak and behaviour in front of students and clients.	<b>Quality Assurance Processes</b> 1. In reviewing CCDEU operations and outcomes, Christian principles and practice are to be used as benchmarks.		

**Goal 1.6:** To have in place programs and practices that contribute to a more just and equitable society, including programs that impact on the environment, life skills, employment, and reconciliation.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b></p> <p>1. Develop procedures that monitor and evaluate how the organization, through its operational units, is implementing and achieving this goal.</p>	<p>1. Reviews are conducted at least annually in each operational unit to assess achievement of this goal, and strategies to enhance its achievement deduced.</p> <p>2. Outcomes of SCC assessed against the ability of its students to compete in the general workforce for employment and further education and training.</p> <p>3. Copies of books published by Black Ink are provided to the media so that they are reviewed against national standards.</p>	<p>2010 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Co-ordinators</p> <p>Principal</p> <p>Co-ordinator, Black Ink</p>
<p><b>SSDARU</b></p> <p>1. Key staff advocate actively on behalf of clients in a variety of situations in the wider community.</p> <p>2. Encourage a harmonious multicultural environment in the unit through advocacy and modelling.</p> <p>3. Provide group programs that focus on environment, life skills, employment, and reconciliation.</p> <p>4. Key staff attend and actively participate in a variety of network meetings, including consultative processes in the wider community.</p>	<p>1. a) Clients grow in their understanding of justice and equity. b) Staff actively act as advocates for residents.</p> <p>2. An harmonious mix of residents in the unit.</p> <p>3. Program documented and implemented.</p> <p>4. Staff actively act as advocates for residents.</p>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2010 &amp; ongoing</p>	<p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p>
<p><b>SCC</b></p> <p>1. Develop and implement at Crystal Creek and in the dormitories practical instruction in Life Skills.</p> <p>2. In conjunction with YBI Training Unit, establish procedures to support students in their transition from school to employment, apprenticeship, or other vocational training.</p>	<p>1. a) instructional program of Life Skills documented and implemented. b) Students' increasing knowledge of life skills for self-sufficiency in life in and outside school evident in practical situations.</p> <p>2. YBI and SCC establish a program for trainees and apprentices in employment, including on and off the job training and support in the workplace.</p>	<p>2009</p> <p>2010 &amp; ongoing</p> <p>2010</p>	<p>Principal</p> <p>Principal</p> <p>Executive Officer and Principal</p>

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>BI</b> 1. Increase public participation in reading to develop new audiences.	1. New books launched in community celebrations recognising the artists amongst their family and friends. 2. Literacy and self-esteem needs of Indigenous children and youth are researched through both informal and formal research. 3. A set of easy readers is commissioned, prepared, and published through, for example, unemployed writers and illustrators and work experience, local primary and secondary school projects, and productive workshops. 4. Small book creation projects are carried out for youth (with poetry and song writing) in remote communities. 5. Increased participation in events such as festivals locally and Australia-wide. 6. Specific background resource and activity materials developed for teachers to accompany all books, prepared and published as printed versions and website versions. 7. Accessible, culturally appropriate, educationally useful merchandise is developed to appeal to specific audiences.	Plan this strategy in 2009, implement it progressively 2010 & ongoing.	Co-ordinator
2. Increase the number and quality of Indigenous writers and illustrators published.	1. Funding sources identified to support this strategy. 2. Improved skills of Indigenous writers and illustrators assessed and documented through reviews and outcomes of workshops. 3. Residential workshops in Black Ink for rural and remote writers and illustrators. 4. Mentors identified to provide ongoing support to Indigenous writers and illustrators. 5. Through community workshops and networks in community, potential Indigenous writers and illustrators are identified.	2009  2010 – 2018  2010 – 2018  2010 – 2018  2009 & ongoing	Co-ordinator & OD Officer Co-ordinator of Black Ink  Co-ordinator of Black Ink  Co-ordinator of Black Ink  Co-ordinator of Black Ink

<b>Critical Success Factors</b> <ol style="list-style-type: none"><li>1. Positive staff role models.</li><li>2. Funding of Black Ink to extend activities.</li></ol>	<b>Quality Assurance Processes</b> <ol style="list-style-type: none"><li>1. Annual reviews to assess what has been achieved in each operational unit in regard to this goal.</li><li>2. Assess student outcomes on the Life Skills program.</li><li>3. Staff performance appraisals completed annually.</li></ol>
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**Goal 1.7:** To have programs and practices in all parts of the organisation which target the emergence of excellent Indigenous Christian leaders and leadership.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Through ongoing performance appraisal, identify Indigenous staff with leadership potential and encourage them to undertake further studies.	1. Policies on performance appraisal link with programs of professional development. 2. Indigenous staff, with potential for further development, are encouraged to plan their career paths and undertake further studies which will facilitate achievement of their careers.	2009 & ongoing  2009 & ongoing	Co-ordinators  Co-ordinators
3. Encourage active involvement of students, staff, and residents in Christian churches in the wider community.	1. Students participate in youth groups, services, and other Church activities in the local community. 2. Residents of SEV and SSDARU are able to participate in services and other Church activities in the local community.	2009 & ongoing  2009 & ongoing	Principal & Head of Boarding  Co-ordinators
3. Through ongoing performance appraisal, identify Indigenous staff with leadership potential and encourage them to undertake studies in Yalgabindi Institute's Christian Leadership and Community Development programs.	1. Policies on performance appraisal link with programs of professional development. 2. Indigenous staff with leadership potential enrol in YBI's Christian Leadership and Community Development programs.	2009 & ongoing	Co-ordinators
<b>BI</b> 4. Publish books by Christian leaders from UAICC for Christian Education purposes and the general market.	1. Program of publishing books and other writings by Indigenous Christian leaders is established.	2011 & ongoing	Co-ordinator
<b>Critical Success Factors</b> 1. Funding is allocated in operational unit budgets for professional development, including to support individual programs of professional development.	<b>Quality Assurance Processes</b> 1. Reports forwarded to Board and funding bodies. 2. Periodic reviews of program outcomes.		

**Goal 1.8:** To have in place programs and practices that foster interaction between all units and personnel in the organisation.

STRATEGY	PERFORMANCE TARGETS	TIME LINE (Date to begin and to finish)	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Co-ordinators meet fortnightly.	1. Strategies to enhance identification of staff with whole organization is a frequent item on the agenda of Co-ordinators' Meetings. 2. Sharing of resources (including specialist expertise) between operational units is a frequent item on the agenda of Co-ordinators' Meetings. 3. Co-ordinators regularly review communication throughout the organization, between staff at all levels, and with Board, and determine means to improve this.	2009 & ongoing  2009 & ongoing  2009 & ongoing	Executive Officer  Executive Officer  Executive Officer
2. Administration Meeting of Head Office staff meets regularly.	1. Administration meeting regularly considers how to enhance their service to the operational units. 2. Administrative officers from operational units periodically attend Admin Meeting to encourage communication and resolve systemic issues.	2009 ongoing  2009 ongoing	Executive Officer  Executive Officer
3. Develop a regular CCDEU newsletter to enable increased awareness of what each operational unit is doing.	1. Newsletter prepared at least quarterly by Organization Development Officer, with articles submitted by all Co-ordinators. 2. Black Ink supports the newsletter with publication.	2010 & ongoing  2010 & ongoing	Organization Development Officer and Co-ordinators  Co-ordinator of Black Ink
4. Invite all operational units to participate in important events in other units such as NAIDOC celebrations, graduations, official openings, etc	1. Invitations go out to all operational units routinely for major events.	2009 & ongoing	Co-ordinators
5. Identify ways in which Indigenous elders can share their knowledge and experience in programs in CCDEU operational units, especially with school children.	1. Elders from Elders Village participate in school programs. 2. Elders from communities involved with CCDEU are invited to share their knowledge and experience with residents and students.	2009 & ongoing  2009 & ongoing	Co-ordinators  Co-ordinators

**Goal 1.8 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>SDS</b></p> <p>6. Document a MOU (Memorandum of Understanding) between SDS &amp; SCC to provide pathways for senior students to articulate into the workforce.</p>	<ol style="list-style-type: none"> <li>1. SDS provides work experience for SCC students throughout the year</li> <li>2. At least one student each year obtaining an apprenticeship with SDS</li> <li>3. SCC &amp;/or YBITU provides support of Indigenous apprentices entering employment with SDS</li> <li>4. YBITU provides off-the-job academic education and training</li> </ol>	<p>2009 MOU prepared 2010 MOU implemented</p>	<p>Works Supervisor and Principal</p>
<p><b>BI</b></p> <p>7. Provide design, publishing and printing services for the other Operational Units of CCDEU, for example brochure &amp; poster design, promotional materials.</p>	<ol style="list-style-type: none"> <li>1. Black Ink's design, publishing, and printing services used by all operational units.</li> </ol>	<p>2009 &amp; ongoing</p>	<p>Co-ordinators.</p>
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. Staff understanding of CCDEU Vision, Purpose, goals and strategies.</li> <li>2. Regular Co-ordinator's Meetings scheduled and attended by key staff.</li> <li>3. Funding and staff capacity in Black Ink.</li> </ol>		<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Reports to the Board on interaction between the operational units.</li> <li>2. Regular newsletter produced</li> </ol>	

## SPIRITUALITY, FAITH, AND QUALITY OF LIFE

**Goal 2.1:** To provide support for Indigenous faith and lifestyle.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> Refer Strategies for Goals 1.4 and 1.5.			
1. Establish procedures for monitoring the organization's effectiveness in achieving this goal.	1. Effectiveness in achieving this goal is reviewed when Strategic Plan is reviewed.	6-monthly	Co-ordinators
2. Review recruitment, induction, and professional development policies and procedures to support staff in the achievement of this goal.	1. Strategies that can be used to support this goal are discussed with staff.	2009 & ongoing	Co-ordinators
3. Invite Indigenous Christian leaders to participate in services and other activities in the operational units, especially SCC, SEV, and SSDARU.	1. Regular participation by Indigenous Christian leaders in activities within the operational units.	2009 & ongoing	Chairman of Board and Co-ordinators
<b>SEV, SSDARU</b> 4. Identify spiritual commitment and belief system of residents on admission. 5. Recommence Christian faith practices in the daily life of the operational unit.	1. Residents supported in their faith, including through prayer appropriate to the individual. 2. a) Grace is said at meal times. b) participation in worship services and other opportunities for spiritual expression, including participation in Christian activities such as Stable on the Strand, Christmas and Easter worship and celebrations.	2009 & ongoing  2009 & ongoing	Co-ordinators  Co-ordinators
<b>Critical Success Factors</b> 1. Majority of staff appointed are committed Christians. 2. Indigenous Christian leaders contribute to professional development of staff and participate in services and other activities within the organization.	<b>Quality Assurance Processes</b> 1. Regular reviews of how this goal is being achieved and what strategies are most effective.		

**Goal 2.2:** To have an Indigenous Christian ethos permeating all activities of the organisation.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> Refer Goals 1.4 and 1.5. 1. Discourage inappropriate behaviour by staff and students.	1. Swearing, vulgarity, gossip, and other behaviour incompatible with a Christian ethos in the organization do not occur.	2009 & ongoing	All staff
2. Foster an organizational culture in which all staff, through dialogue, discussion and research, explore this goal.	1. Establishing an appropriate culture in the organization is the subject of staff meetings, including the Co-ordinators' Meeting.	2009 & ongoing	Executive officer and Co-ordinators
3. Establish procedures for monitoring the organization's effectiveness in achieving this goal.	1. Effectiveness in achieving this goal is reviewed when Strategic Plan is reviewed in operational units and in Co-ordinators' Meeting.	6-monthly	Co-ordinators
4. Develop policies and procedures that support the Christian ethos of the organization and which implement Indigenous Christian principles and practices.	1. Policies and procedures are developed and included in the Policies and procedures Manual to guide operations throughout CCDEU. 2. Policies and procedures are implemented throughout the organization and are regularly reviewed.	2010  2011	Executive Officer  Executive Officer
<b>SSDARU, SCC, SEV</b> 5. Encourage active involvement of students and residents in Christian activities and churches in the wider community, including accessing these activities 7 days per week.	1. Residents attend a variety of Christian and/or church related activities.	2009 & ongoing	Co-ordinators
<b>SCC</b> 6. Celebrate the Christian calendar, particularly celebrating dates such as Christmas and Easter.	1. Special Christian events are celebrated with services, pageants, drama, assemblies, prayer, etc.	2009 & ongoing	Principal
7. Conduct daily devotions and Bible study.	1. Devotions and Bible studies occur daily in the school and dormitories.	2009 & ongoing	Principal
<b>Critical Success Factors</b> 1. Majority of staff appointed are committed Christians. 2. Indigenous Christian leaders contribute to professional development of staff and participate in services and other activities within the organization. 3. Adequate vehicles are available 7 days a week for transporting students and residents as required.	<b>Quality Assurance Processes</b> 1. Regular reviews of how this goal is being achieved and what strategies are most effective.		

**Goal 2.3:** To ensure that all policies and programs honour and promote Indigenous culture, spirituality, wisdom, creativity and lifestyle.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b> Refer Goals 1.4, 1.5, and 3.2.</p> <p>1. Establish procedures for monitoring the organization’s effectiveness in achieving this goal.</p>	<p>1. Effectiveness in achieving this goal is reviewed when Strategic Plan is reviewed in operational units and in Co-ordinators’ Meeting.</p>	<p>6-monthly</p>	<p>Co-ordinators</p>
<p>2. Facilitate links between the operational units and elders and experts in the communities to promote Indigenous culture in the organization.</p>	<p>1. Co-ordinators’ Meeting determines activities in which elders and experts in Indigenous culture from the communities can participate in CCDEU. 2. All operational units participate in NAIDOC celebrations.</p>	<p>2009 &amp; ongoing</p>	<p>Co-ordinators</p>
<p>3. Arrange professional development for staff in all units to increase awareness and knowledge of Indigenous culture, spirituality, wisdom, creativity and lifestyle and how to utilise these in the management and operations of the units.</p>	<p>1. Professional development programs are arranged at least once a year with staff from throughout CCDEU participating.</p>	<p>2009 &amp; ongoing</p>	<p>HRO and Co-ordinators</p>
<p><b>SSDARU</b> 4. Cultural Links Officer initiates, develops, implements, and evaluates programs that honour and promote Indigenous culture, spirituality, wisdom, creativity and lifestyle.</p>	<p>1. Programs educate residents about Indigenous traditional customs and lifestyle.</p>	<p>2009 &amp; ongoing</p>	<p>Co-ordinator</p>
<p><b>BI</b> 2. Offer education and training programs, on the principles of “both-ways” education.</p>	<p>1. Multi-level writing and illustrating workshops, led by Indigenous Mentors using Indigenous styles of learning and communicating and using Indigenous languages with participation of staff and students. 2. Links established with Indigenous communities to encourage elders and other cultural experts to participate in the on-going cultural education of students. 3. Residencies take place on the campus, where elders and students make a cross-generational contribution by the creation of books together which are then published.</p>	<p>2010 (planning) 2011 &amp; ongoing annually</p>	<p>Co-ordinator</p>

**Goal 2.3 (continued)**

<p><b>SCC</b></p> <p>4. Establish links with Indigenous communities so as to encourage elders and other cultural experts to participate in the on-going cultural education of the students.</p>	<p>1. Elders and cultural experts from communities participate in cultural education programs and activities such as NAIDOC in SCC.</p>	<p>2009 &amp; ongoing</p>	<p>Principal</p>
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. A significant number of staff in all operational units are Indigenous.</li> <li>2. Indigenous Christian leaders contribute to professional development of staff and participate in services and other activities within the organization.</li> <li>3. Leadership by the Co-ordinators' Meeting in considering these issues.</li> <li>4. Content and delivery styles of all programs are culturally appropriate.</li> <li>5. Funding to support initiatives in Black Ink.</li> </ol>		<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Regular reviews of how this goal is being achieved and what strategies are most effective.</li> </ol>	

### CULTURAL MAINTENANCE AND DEVELOPMENT

**Goal 3.1:** To develop and provide programs that recover, maintain, and develop Indigenous languages and which educate young people and the wider community about them.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Research and develop a plan for establishment of a specialist unit to study Indigenous languages, prepare courses and teaching materials in Indigenous languages, and target Shalom College students, residents of SSDARU, and the wider community to provide training in languages.	1. Organization Development Officer focuses on Indigenous languages as a project.	2010	Organization Development Officer
	2. Other institutions researching and teaching indigenous languages are identified and partnerships sought with them.	2011	Organization Development Officer
	3. Programs identified that could be taught in school or to members of the wider community.	2011	Organization Development Officer
	4. Programs established to support language workers in communities.	2010	Co-ordinator of Black Ink
2. Investigate the possibility of teaching Indigenous languages in school for credit as a part of the regular curriculum.	1. States and schools where Indigenous languages are taught are identified and agreements negotiated for teaching these in SCC.	2010	Organization Development Officer
	2. Teaching courses and materials found to support the program in SCC and instruction commenced.	2011	Principal
3. Develop awareness programs to educate students and residents and other clients about Indigenous languages, involving elders and Indigenous people to talk about their languages.	1. Programs developed through discussions in Co-ordinators' Meetings.	2010	Co-ordinators
	2. Programs implemented in SCC and SSDARU, and made available to general public at events such as NAIDOC.	2011 & ongoing	Co-ordinator, SSDARU, and Principal.
	3. Students in SCC actively use Indigenous languages in creative activities such as writing songs and plays.	2009 & ongoing	Principal
	4. Elders from SEV participate in raising awareness of their languages in SCC and SSDARU.	2009 & ongoing	Co-ordinators
<b>BI</b> 5. Reflect the language styles and cultures of Australia's Indigenous communities in publications	1. Books are published using Indigenous languages especially of North Queensland.	2009 & ongoing	Co-ordinator, Black Ink
	2. Writers who use Indigenous languages are found through community and school writing and illustrating workshops.	2009 & ongoing	Co-ordinator, Black Ink
		2011 & ongoing	Co-ordinator, Black Ink

**Goal 3.1 (continued)**

<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"><li>1. Funds.</li><li>2. Elders and community members interested to be involved.</li><li>3. Partnership with other institutions working with indigenous languages.</li></ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"><li>1. Feedback from students and clients reflecting increased awareness and interest in Indigenous languages.</li></ol>
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**Goal 3.2:** To have in place programs that ensure that all staff are culturally aware and able to work sensitively and effectively with Indigenous people.

<b>STRATEGY</b>	<b>PERFORMANCE TARGETS</b>	<b>TIME LINE</b> (Date to begin and to finish)	<b>RESPONSIBLE OFFICER</b>
<b>CCDEU</b> 1. Develop and implement cultural awareness programs that are provided regularly for all staff to increase awareness and knowledge of Indigenous culture, spirituality, wisdom, creativity and lifestyle.	1. Cultural awareness programs offered in other institutions are identified (e.g., Notre Dame University in Broome; Nungalinga College in NT) and, if appropriate, selected and modified for use in CCDEU. 2. Programs given periodically to all new staff as an essential part of induction. 3. Programs delivered at least twice a year so that all staff participate at least annually. 4. Elders and cultural experts from communities participate in cultural awareness programs in CCDEU.	2009 - 2010  2010 & ongoing 2010 & ongoing 2010 & ongoing	Organization Development Officer  Human Resource Officer HRO & Co-ordinators HRO & Co-ordinators
2. To establish opportunities for Indigenous staff to undertake accredited professional and vocational education and training programs from an Indigenous perspective in areas such as counselling, teaching, care of the elderly and disabled, and outdoor education.	1. Tertiary institutions which offer education and training from an Indigenous perspective or by “both ways” methodologies are identified and staff are encouraged to undertake studies in them (e.g., YBI; Batchelor Institute).	2010	Co-ordinators
<b>Critical Success Factors</b> 1. Funding to develop cultural awareness programs. 2. Funding to assist staff to undertake further studies.	<b>Quality Assurance Processes</b> 1. Periodic reports to the Board on professional development of staff, including those staff undertaking further studies and cultural awareness training.		

## RESEARCH AND CONSULTATION

**Goal 4.1:** To have established processes of consultation, research and mobilisation within the organisation and its community which ensure relevance and high quality in all programs and operations.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
1. Maintain a program of research into developments in Indigenous affairs, including education, health care, human services, and community development to advise all staff on current and planned developments at local, community, and national levels.	1. a) Research activities are maintained and regular reports are given by the ODO to Co-ordinators' Meetings and to the Board, identifying areas in which CCDEU could be taking initiatives.	2010 & ongoing	Organization Development Officer
	b) <i>Indigenous Alert</i> from the Library Services of Dept of Families, Housing, Community Services and Indigenous Affairs is circulated to all staff, especially Co-ordinators.	2009 & ongoing	Organization Development Officer
2. Ensure sharing of information throughout CCDEU on new developments, issues to be addressed in the operations, and future planning.	1. Regular meetings of Co-ordinators' Meeting and Administration Meeting, with opportunities provided for sharing ideas and internal reviews of operations and plans.	2009 & ongoing	Executive Officer and Co-ordinators
3. Establish networks with other agencies and services relevant to our fields of expertise, including community, government and non-government agencies, politicians and business leaders.	1. Additional funding opportunities secured reflect partnerships and networks established.	2009 & ongoing	Chairman and Executive Officer for CCDEU;
	2. Support for new developments in CCDEU.	2009 & ongoing	Co-ordinators for own operational unit
4. Develop cooperative research projects with relevant research centres and Indigenous tertiary institutions involved in research activities (eg JCU staff & students) to assess our products and services in relation to our social goals.	1. Participation as a partner in research projects. 2. Feedback on the quality of our operations and outcomes.	2012 2012	Co-ordinators Co-ordinators
<b>SSDARU, SEV</b> 5. Research best practice for delivery of services, particularly before commencing a new program.	1. Best practice researched and documented prior to detailed planning of how programs will be implemented and operated.	2009 & ongoing	Co-ordinators

<b>Critical Success Factors</b> <ol style="list-style-type: none"><li>1. Funding for travel to liaise with networks.</li><li>2. ODO position established and funded to undertake research.</li></ol>	<b>Quality Assurance Processes</b> <ol style="list-style-type: none"><li>1. Reports prepared from all community visits and meetings and included in reports to Co-ordinators and Board.</li><li>2. CCDEU Annual Report.</li></ol>
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**Goal 4.2:** To have in place strategies of consultation, dialogue, and communication that ensure that CCDEU is well-informed on the needs, interests, and aspirations of Indigenous communities, and that the communities are well-informed on how CCDEU is responding to their needs and interests.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b></p> <p>1. Schedule regular consultation with Indigenous communities and organizations for feedback on current operations and to research new programs and major changes to current programs.</p>	<p>1. Community visits by staff are scheduled each year and feedback given to planning meetings in operational units, to Co-ordinators' Meetings, and in reports to the Board.</p> <p>2. There is regular communication between SCC, parents and the communities from which students come, including community visits, to make them aware of the College's programs, the participation and achievements of their students, the cost of the operations and how the College is funded, and the ways in which they can support it and their children's education.</p> <p>3. Reviews of the Strategic Plan are preceded by consultations in the communities with which CCDEU is involved.</p> <p>4. Black Ink networks with Indigenous organizations, language and traditional groups, &amp; individuals through workshops, meetings and information sharing.</p>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2012</p> <p>2009 &amp; ongoing</p>	<p>Chairman of Board; Co-ordinators</p> <p>Principal</p> <p>Executive Officer</p> <p>Co-ordinator</p>
<p>2. Review community representation on the Board to ensure feedback on operations and advice on community needs and interests.</p>	<p>1. Board membership is reviewed in Board meetings and by Calvary Presbytery.</p>	<p>2009</p>	<p>Chairman of the Board</p>
<p>3. Provide further accommodation on the Shalom campus for use of parents, community members, and volunteers who are taking part in activities to support the work of CCDEU and especially SCC.</p>	<p>1. Additional houses or units to accommodate parents, Indigenous cultural instructors, and visitors taking part in programs on campus.</p> <p>2. Program planned in advance for use of the accommodation and the activities that visitors will take part in.</p>	<p>2013</p> <p>2012</p>	<p>Board and Executive Officer</p> <p>Co-ordinators and Organization Development Officer</p>
<p><b>SCC</b></p> <p>4. Implement a variety of strategies to maintain regular communication with parents.</p>	<p>1. Newsletters, video links, phone calls and other strategies in place to keep parents informed of activities in the school and of their children's activities and performance.</p> <p>2. Phones be available in the dormitories for students to keep in touch with their parents.</p>	<p>At least fortnightly with each students' parents</p> <p>2010</p>	<p>Principal</p> <p>Principal and Head of Boarding</p>

**Goal 4.2 (continued)**

<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"><li>1. Funding available for community visits and consultations.</li><li>2. Funding for accommodation.</li></ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"><li>1. Reports prepared from all community visits and consultations and reports returned to community and informants for review.</li><li>2. CCDEU Annual Report.</li></ol>
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## COMMUNITY DEVELOPMENT AND ECONOMIC ENTERPRISE

**Goal 5.1:** To utilise the knowledge and experience of CCDEU to provide a resource to our clients, partners, and communities on Indigenous affairs and in specialist areas related to their management and development.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Promote CCDEU as an organization with knowledge and experience that can provide advice and support to clients, partners and communities.	1. Organization Development Officer identifies and documents the special expertise that CCDEU could offer on a commercial basis to other organizations.	2010	Organization Development Officer and Co-ordinators
	2. Newsletters and other publicity material promote CCDEU and the services that it can provide.	2010	Executive Officer
	3. <i>Marri-lom Murrun</i> published 4 times a year, with agreement negotiated with UAICC officer or identified CCDEU staff member to produce it.	2009 – 2010 and ongoing	Executive Officer
	4. Develop partnerships in rural, remote, and urban communities and with community organizations and schools to provide support and advice in matters related to CCDEU expertise.	2012	Executive Officer
2. Design and implement cultural awareness training for non-Indigenous service providers and promote these courses.	1. Programs are developed and advertised. Some at least are done in conjunction with internal staff programs in cultural awareness.	2010	Organization Development Officer
	2. Elders and cultural experts from communities participate in cultural awareness programs arranged by CCDEU.	2010	Organization Development Officer
<b>SDS</b> Refer to Goal 1.2. 3. Broaden the work profile of SDS to include capital work and major renovations in external projects as well as capital developments in CCDEU and associated entities.	1. All projects, internal and external, are won competitively by tender or SDS price is verified by a cost consultant in accordance with SDS and CCDEU policies.	2009 & ongoing	Works Supervisor
	2. SDS wins at least 80% of CCDEU projects.	2010	Works Supervisor
	3. Works Supervisor monitors price fluctuations and remains up to date on industry standards through publications and use of the Cordell costing system.	2009 & ongoing	Works Supervisor
	4. Position created for Estimator/ Contract Co-ordinator.	April 2009 – Dec 2010	Executive Officer
	5. Continuing need for the Estimator/ Contract Co-ordinator reviewed.	Nov 2010	Executive Officer

**GOAL: 5.1 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
4. Implement a strict reporting system for all SDS projects based on strict timelines and cost estimates.	1. SDS reports at least monthly to Executive Officer on all projects and quarterly to the Board against time lines and project budget estimates.	2009 & ongoing	Works Supervisor and SFO
5. Accumulate a working capital fund through profits from projects to fund ongoing growth and development of SDS as a viable company and as a training organization.	1. Minimum 15% of all profits are set aside to fund planned development of SDS. 2. Strategic Plan for long-term development of SDS as a construction company and as a training organization for Indigenous skilled personnel prepared to guide future developments.	Jan 2010 & ongoing 2011	SFO  Executive Officer
6. Construct a facility for SDS incorporating workshops, stores, and training rooms.	1. Negotiations over use of invested funds concluded with ICC and construction planned. 2. Facility constructed and equipped.	Feb - June 2009  July – Dec 2010	Executive Officer  Works Supervisor
7. Enhance the working conditions of SDS staff to ensure retention of skilled tradesmen and progression of apprentices to qualified status.	3. Review of wages, working conditions, and incentives conducted annually at the time of preparation of the first draft of the annual budget.	October each year.	Executive Officer
<b>BI</b> 8. Produce an increasing range of diverse, relevant, high quality illustrated books by and for Indigenous people.	1. A minimum average of 5 new titles a year. 2. A minimum average of 8 new titles a year. 3. A minimum average of 10 new titles a year. 4. At least 50% of all publications are high quality illustrated publications suitable, attractive and accessible to young people and children. 5. A variety of traditional and digital media are used in the publications, as appropriate, eg. books, CD ROMs, DVDs, ‘virtual’ or talking books. 6. A variety of different writing genres are used, eg. narrative, picture books, poetry, humour, drama, comics, fiction and non-fiction, photography, Indigenous Language (bilingual) books.	2009 - 2011 2012 - 2014 2015 - 2018 2009 & ongoing  2010 & ongoing  2009 & ongoing	Co-ordinator Co-ordinator Co-ordinator Co-ordinator  Co-ordinator  Co-ordinator
<p><b>Critical Success Factors</b></p> <p>1. Strict adherence to policy on costing of CCDEU construction projects. 2. Funds to construct and equip the SDS workshop and training facility.</p>	<p><b>Quality Assurance Processes</b></p> <p>1. Regular review of SDS projects against timelines and cost estimates in reports to Board. 2. Implementing SDS Policies and Procedures. 3. Compliance with requirements of a Quality Assured endorsed company.</p>		

## COMMUNITY AND HUMAN SERVICE

**Goal 6.1:** To have in place programs that target the quality of life of Indigenous people and their communities, including programs of teaching, life-skills, and care, and the raising of awareness of the opportunities for well-being and prosperity.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
Refer Goals 1.1, 1.2, 1.6, 4.1, and 6.2. <b>CCDEU</b> 1. Research needs in Indigenous communities and how CCDEU could respond, as in Goal 4.1.	1. Research activities are maintained and regular reports are given by the ODO to Co-ordinators' Meetings and to the Board to identify areas in which CCDEU could be taking initiatives.	2010	Organization Development Officer
2. Establish procedures for monitoring the organization's effectiveness in achieving this goal.	1. Effectiveness in achieving this goal is reviewed when Strategic Plan is reviewed.	6-monthly	Co-ordinators
3. Ensure that current programs in all operational units continue to operate efficiently and effectively while new initiatives are researched and developed.	1. All current programs have been accredited and continue to meet recognised standards in all areas of their operations.	2009 & ongoing	Co-ordinators
4. Develop and trial community development initiatives, alternatives to existing programs, and expanding delivery of care to other population groups.	1. Active and creative discussion within CCDEU on current and alternative programs. 2. Professional development targets staff skills required for new initiatives and expanded programs.	2009 & ongoing 2009 & ongoing	Co-ordinators Co-ordinators
<b>BI</b> 5. Maintain a growing client base of writers and illustrators.	1. Workshops conducted in schools & communities (eg Writing for healing workshops, Poetry and song-writing workshops) to foster creative expression. 2. Individual royalty contracts provided to protect copyright of the artists, including regular payment of royalties. 3. Co-ordinator maintains a personal professional relationship and mentorship with the artists and writers through contact on a one-to-one basis by visits, phone, fax, mail and email.	2009 & ongoing	Co-ordinator, Black Ink

**Goal 6.1 (continued)**

<p><b>SCC</b></p> <p>6. Explore alternative programs to operate from Crystal Creek to make use of the facilities and local environment, including programs of outdoor education and Indigenous cultural education, camping, recreation and other learning experiences</p>	<p>1. Staff actively explore and experiment with alternative education programs and document plans, activities, and outcomes.</p>	<p>2010 &amp; ongoing</p>	<p>Principal</p>
<p><b>Critical Success Factors</b></p> <p>1. Funding to support current programs and new initiatives. 2. ODO position established and funded to undertake research.</p>		<p><b>Quality Assurance Processes</b></p> <p>1. Regular reviews of how this goal is being achieved and what strategies are most effective. 2. CCDEU Annual Report. 3. Quarterly reports to Board by Co-ordinators against operational plans.</p>	

**Goal 6.2:** To have in place programs of education and human services that respond to the needs of Indigenous people and communities.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b> Refer Goals 1.1, 1.2, 4.1, and 6.1.</p> <p>1. Develop procedures that monitor and evaluate how the organization, through its operational units, is implementing and achieving this goal.</p>	<p>1. Reviews are conducted at least annually in each operational unit to assess achievement of this goal, and strategies to enhance its achievement deduced.</p> <p>2. Outcomes of SCC assessed against the ability of its students to compete in the general workforce for employment and further education and training.</p>	<p>2010 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Co-ordinators</p> <p>Principal</p>
<p>2. Provide residential services for students of the College and for former students who are articulating to tertiary or vocational education or employment, which support the purpose of CCDEU and support achievement of the students' educational goals.</p>	<p>1. Feedback from parents and students as well as a low vandalism rate confirms the quality of the residential services being provided at Condon and Crystal Creek.</p> <p>2. Program to support students articulating to tertiary studies, apprenticeships, other employment, or training is documented.</p> <p>3. An MOU is signed to confirm a partnership between SCC and YBI to support former students who are articulating to tertiary studies, apprenticeships, other employment, or training, complementing the MOU between SDS and SCC referred to in Goal 1.8.</p>	<p>At least annually, preferably towards end of 2<sup>nd</sup> Term</p> <p>2010</p> <p>2010-2011</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>
<p><b>BI</b></p> <p>3. Consult community elders when appropriate, about culturally sensitive matters and issues of ownership and protocol.</p>	<p>1. Contracts designed to maximize community control. Community projects require their approval, permission for use of material &amp; photos, with draft books printed for feedback.</p> <p>2. Reference group of Indigenous writers, illustrators and elders.</p>	<p>2010 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Co-ordinator</p> <p>Co-ordinator</p>



**GOAL 6.2 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p>6. Provide high quality care for people with disabilities and other special needs through appropriate residential and home-based services that maintain the clients' respect and dignity.</p>	<ol style="list-style-type: none"> <li>1. Funding for a service to people with disabilities is researched and obtained.</li> <li>2. Written procedures for registration, allocation &amp; referral which ensure that people &amp; their personal details are dealt with appropriately.</li> <li>3. Participation of clients in their treatment and care through a collaborative approach between clients and staff.</li> <li>4. People using SEV's service receive an appropriate, accurate, comprehensive, and prompt assessment of their needs.</li> <li>5. Access to the range of services required to ensure clients' needs are comprehensively addressed.</li> <li>6. Clients are assisted to receive services in a timely and appropriate manner and steps are taken to ensure continuity when more than one service provider is involved.</li> <li>7. There is ongoing professional development for staff to maintain currency of their training and certification and the relevance of their training to the care required..</li> </ol>	<p>2010</p> <p>2011 &amp; ongoing</p> <p>2011 &amp; ongoing</p> <p>2011 &amp; ongoing</p> <p>2011 &amp; ongoing</p> <p>2011 &amp; ongoing</p> <p>2011 &amp; ongoing</p>	<p>Organizational Development Officer</p> <p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p> <p>Co-ordinator</p>
<p>7. Seek funding for facilities and operations to serve the needs of elderly and younger special needs people who the Elders Village is not currently able to serve.</p>	<ol style="list-style-type: none"> <li>1. Independent living units for low care residents are constructed and operational.</li> <li>2. A home care programs is established for the wider community for both elderly and special needs clients.</li> </ol>	<p>2011 planning and construction</p> <p>2012 operational</p> <p>2014</p>	<p>Organization Development Officer</p> <p>Co-ordinator</p> <p>Co-ordinator</p>
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. Funding to relocate the Drug and Alcohol Rehabilitation Unit from Stagpole Street.</li> <li>2. Appropriate staff for any new initiatives.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Feedback from parents and students is obtained in a questionnaire at least once a year to assess the quality of the residential services being provided and any concerns that need to be addressed.</li> <li>2. Evaluation of program delivery occurs with active input from clients and stakeholders.</li> </ol>		

**Goal 6.3:** To provide and promote high quality cultural and recreational programs and facilities, including sport.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b></p> <p>1. Provide assembly, seminar, cultural, and recreational facilities for members of CCDEU and for others, including a special focus on youth.</p>	<ol style="list-style-type: none"> <li>1. Plans are revived for a Community Centre on campus and research is undertaken into how this can be funded and how it will complement the other activities of CCDEU.</li> <li>2. Plans are documented for the governance, management, and operations of the facility, including a comprehensive assessment of the needs and interests of the community and issues to do with the use of alcohol and drugs.</li> <li>3. The facilities are designed.</li> <li>4. The facilities are constructed and opened for operations.</li> <li>5. Activities are co-ordinated with, and complementary of, those of other agencies in the community, especially those providing health and related services.</li> <li>6. Policies and procedures are established for the centre to ensure good planning, evaluation, and quality assurance and continuous improvement of the centre's program.</li> <li>7. There is an ongoing program of information and promotion to inform the community of the services and programs that are offered.</li> </ol>	<p>2014</p> <p>2014</p> <p>2015 2016</p> <p>2016</p> <p>2016</p> <p>2016 &amp; ongoing</p>	<p>Organization Development Officer</p> <p>OD Officer</p> <p>OD Officer Executive Officer</p> <p>Co-ordinator</p> <p>Executive Officer</p> <p>Co-ordinator</p>
<p><b>SCC</b></p> <p>2. Prepare and implement a development plan for the sporting facilities on campus.</p>	<ol style="list-style-type: none"> <li>1. A development plan is prepared including operations, facilities required, collaboration with community organizations and facilities such as the Brothers Football Club and AFL.</li> <li>2. Submissions are prepared and funding obtained to upgrade the ovals and build dressing rooms, a gymnasium, and spectators' seating.</li> <li>3. New facilities are planned and constructed.</li> <li>4. A full-time sports/ recreation officer is appointed to work full-time, including week-ends.</li> </ol>	<p>2009</p> <p>2010</p> <p>2011</p> <p>2011-2012 &amp; ongoing</p>	<p>Principal</p> <p>OD Officer</p> <p>Executive Officer</p> <p>Executive Officer</p>

<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. Consultation and collaboration with relevant community organizations.</li> <li>2. Funding for facilities, staff and ongoing operations.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. The Centre establishes policies and procedures on Quality Assurance and continuous improvement, including feedback and evaluation by the community.</li> <li>2. Monitoring and periodic evaluation, including performance appraisal of staff working in the centre and sporting facilities.</li> </ol>
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## GOVERNANCE, MANAGEMENT, AND ADMINISTRATION

**Goal 7.1:** To have a strong financial management structure which supports the growing capacity of the organization.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Review the financial management structures of CCDEU and associated activities at the time of initial preparation of the annual budget.	1. Quarterly reports of income and expenditure against budget submitted to the Board.	2009 & ongoing	SFO
	2. CCDEU accounts are audited annually and reported to the Board and ASIC, as required by the Articles of Association and Company Law.	2009 & ongoing	SFO
	3. The annual financial accounts and auditor's report are included in the Annual Report.	2009 & ongoing	SFO
	4. Monthly reports of income and expenditure against budget prepared and submitted to EO and Co-ordinators.	2009 & ongoing	SFO
	5. Staffing structure of the Finance Section is reviewed annually with preparation of the annual budget.	2009 & ongoing	Executive Officer
2. Put in place procedures that ensure that the organisation is adequately accountable to the people whom it serves and to relevant agencies.	1. Quarterly reports of income and expenditure submitted to the Board.	2009 & ongoing	SFO
	2. CCDEU accounts are audited annually and reported to the Board and ASIC, as required by the Articles of Association and Company Law.	2009 & ongoing	SFO
	3. The annual financial accounts and auditor's report are included in the Annual Report.	2009 & ongoing	SFO
	4. Monthly reports of income and expenditure prepared and submitted to EO and Co-ordinators.	2009 & ongoing	SFO
	5. A Compliance Register is maintained indicating when financial reports are due to be submitted and is examined by the Board at each meeting.	2009 & ongoing	SFO
3. Review at least annually all Policies and Procedures governing financial management, including the Property and Accounting Manual.	1. BUS and BMSD series in the Policies and Procedures Manual are completed.	2009	Executive Officer and SFO
	2. BUS and BMSD series in the Policies and Procedures Manual are reviewed annually.	2009 & annually	Executive Officer and SFO
	3. BMSD-005 ( <i>Authorities and Delegations</i> ) is reviewed and upgraded to be usable.	June 2009	Executive Officer
	4. Property and Accounting Manual is reviewed and updated.	July 2009	SFO

**GOAL: 7.1 (continued)**

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
4. Provide in-service training to senior staff and all staff in the Finance Section to ensure that they know, understand, and apply the financial management policies and procedures.	<ol style="list-style-type: none"> <li>1. Policies and Procedures are regularly reviewed and discussed in Co-ordinators' Meetings.</li> <li>2. New senior staff and new staff in the Finance Section are trained in the use of the Policies and Procedures Manual as part of their induction program.</li> <li>3. Periodic in-service training in the financial management policies and procedures is provided to senior staff and staff of the Finance Section.</li> </ol>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Executive Officer</p> <p>SFO</p> <p>SFO</p>
5. Employ an Organization Development Officer who can advise on and prepare submissions to seek funding for activities, programs, and new initiatives in the organization.	<ol style="list-style-type: none"> <li>1. Position of OD Officer established, advertised, and filled.</li> </ol>	<p>March – April 2009</p>	<p>HRO and Executive Officer</p>
6. Compile and keep current a Compliance Register in each operational unit to ensure that all accountability and reporting requirements of funding authorities and legislative and regulatory authorities are complied with on time.	<ol style="list-style-type: none"> <li>1. Compliance Register compiled or updated in each operational unit and submitted to the Board in the first meeting of the year.</li> </ol>	<p>March 2009 and annually thereafter</p>	<p>Co-ordinator</p>
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. Adequate staffing in the Finance Section.</li> <li>2. Financial Management Policies and Procedures that are practicable and well known by all senior staff.</li> <li>3. Compliance Registers are prepared in each operational unit and are used to ensure accountability requirements are met.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Monthly reporting of income and expenditure against budget to Co-ordinators and Executive Officer.</li> <li>2. Quarterly reporting to Board of income and expenditure against budget.</li> <li>3. Each operational unit has a Compliance Register which is regularly referred to by the Co-ordinator and the Board.</li> </ol>		

**Goal 7.2:** To have a professional staff in all parts of the organisation with training and experience relevant to delivery of the programs and services.

STRATEGY	PERFORMANCE TARGETS	TIME LINE (Date to begin and to finish)	RESPONSIBLE OFFICER
Refer to Goal 1.3 and 1.7. <b>CCDEU</b> 1. Ensure personnel management arrangements are in place that comply with all relevant Award, Industrial Relations and Enterprise Agreement provisions and Workplace Health and Safety requirements.	1. HRO reviews all positions and position descriptions as vacancies occur and annually at the time of preparation of the first draft of the annual budget to ensure that they comply with all relevant Award, Industrial Relations and Enterprise Agreement provisions. 2. HRO systematically checks in January and July, and randomly checks at other times, that all staff members are being paid on the correct salary or wage level by agreement, contract, and incremental progression level. 3. Workplace Health and Safety Committee meets at least quarterly to consider health and safety issues relevant to the workplace and reports to the Board.	2009 & ongoing   2009 & ongoing   2009 & ongoing	HRO   HRO   Executive Officer and Workplace Health and Safety Officer
2. Review the staffing structure of all operational units, the level and conditions of staff employed at the time of the preparation of the first draft of the annual budget.	1. Staffing, salaries and conditions are reviewed at the time of preparing the first draft of the annual budget to ensure appropriateness of the staffing arrangements.	Oct/ Nov each year.	Executive Officer and HRO
3. Incorporate flexible work practices and a system of rewards into CCDEU systems, practices and policies to enhance CCDEU's reputation as an employer and work towards being considered an employer of choice.	1. Work practices throughout the organization and a system of rewards are considered in Co-ordinators' Meetings and, where necessary, referred to the Board for consideration.	2010	Executive Officer
4. Ensure that all new staff are made aware of the vision and purpose of the Shalom Community through an appropriate orientation process.	1. All staff given a copy of the Strategic Plan on appointment and at the beginning of each year and are trained in its content and use. 2. All staff participate in development of their operational unit's Operational Plans, and new appointees are inducted to it on appointment.	2009 & ongoing   2009 & ongoing	HRO and Co-ordinators   Co-ordinators

**Goal 7.2 (continued)**

<p>5. Prepare an Operational Plan for each operational unit based on the Strategic Plan to guide the operations during each year.</p>	<p>1. An Operational Plan is drafted in November for the following year and confirmed in January or February.                  2. The Operational Plans for 2009 will be prepared in Feb-March.                  3. Co-ordinators report to the Board quarterly on the implementation of the Operational Plan against its goals.</p>	<p>2009 &amp; ongoing                   Feb/ March 2009                   2009 &amp; ongoing</p>	<p>Co-ordinators                   Co-ordinators                   Co-ordinators</p>
<p><b>Critical Success Factors</b></p> <p>1. Sufficient allocation in budgets for competitive staff salaries.                  2. Review of HRM Policies and Procedures is a standing item on Co-ordinators' Meetings.                  3. Salaries paid to staff reflect qualifications and experience.                  4. Regular meetings of Co-ordinators to monitor operations and developments across the organization.                  5. Operational Plans prepared annually and regularly used to guide operations.</p>		<p><b>Quality Assurance Processes</b></p> <p>1. Review of Policies and Procedures is a standing item on Co-ordinators' Meetings.                  2. Performance Appraisals are documented and related to individual Professional Development programs.                  3. All Policies and Procedures are endorsed by the Board.                  4. Strategic Plan and Operational Plans determine goals to be progressively achieved.</p>	

**Goal 7.3:** To have procedures in place which will ensure that the policies, procedures, and structures of the organisation remain relevant.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<p><b>CCDEU</b></p> <p>1. Review all policies and procedures to ensure that they are efficient, effective, relevant to the organization's operations, and as concise as possible.</p>	<p>1. Co-ordinators continue to review all generic policies and procedures in the light of experience of using them. At least one policy per meeting is reviewed.</p> <p>2. Policies and procedures in draft form are reviewed and a recommendation made to the Board. (BMSD, BUS, ORG, and MKT series).</p>	<p>2009 &amp; ongoing</p> <p>2009 - 2010</p>	<p>Executive Officer</p> <p>Executive Officer</p>
<p>2. Use the Strategic Plan to review progress in achieving its Vision and Goals and to identify obstacles to this.</p>	<p>1. The Co-ordinator and staff of each operational unit checks their progress against the Strategic Plan in June and December of each year and analyses reasons for achievement or not achieving the targets for this period; and reports to the Board.</p>	<p>2009 &amp; ongoing</p>	<p>Executive Officer and Co-ordinators</p>
<p>3. Use the Operational Units at least monthly to review progress in achieving the targets, identify obstacles, and determine action to stay on track for the targets for the period.</p>	<p>1. The Co-ordinator and staff of each operational unit checks their progress against their Operational Plan at least monthly and analyses reasons for achievement or not achieving the targets for this period; and reports to the Board against the goals quarterly.</p>	<p>2009 &amp; ongoing</p>	<p>Co-ordinators</p>
<p>4. Analyse any internal systemic obstacles to achieving the goals of the Strategic Plan and Operational Plans and develop solutions in Co-ordinators' Meetings.</p>	<p>1. Co-ordinators raise any problems that they experience in how the CCDEU systems, policies and procedures operate in Co-ordinators' Meetings and solutions are determined for recommendation to the Board, where necessary.</p>	<p>2009 &amp; ongoing</p>	<p>Co-ordinators</p>
<p>5. Provide in-service training to all staff in the administrative structures, policies and procedures of CCDEU.</p>	<p>1. Co-ordinators regularly discuss and explain CCDEU administrative structures, policies and procedures in unit staff meetings.</p>	<p>2009 &amp; ongoing</p>	<p>Co-ordinators</p>
<p>6. Ensure that the operational policies and procedures of each operational unit are comprehensive and workable, and that all staff observe them.</p>	<p>1. Co-ordinators provide in-service training to all their staff in their unit's operational policies and procedures, ensuring that all staff have a copy of all essential policies and procedures.</p> <p>2. Co-ordinators ensure that their unit's internal operational policies and procedures meet the requirements of relevant legislation and regulations.</p>	<p>2009 &amp; ongoing</p> <p>2009 &amp; ongoing</p>	<p>Co-ordinators</p> <p>Co-ordinators</p>

**Goal 7.3 (continued)**

<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"><li>1. Copies of CCDEU Strategic Plan, units' Operational Plans, CCDEU Policies and Procedures Manual, and each unit's operational policies and procedures are available to all staff.</li><li>2. Co-ordinators take responsibility for the quality of the Policies and Procedures and for their implementation.</li></ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"><li>1. Co-ordinators report to the Board against the goals of their Operational Plans.</li><li>2. Co-ordinators are responsible for ensuring that the Policies and Procedures are appropriate to the organization, for reviewing them, and making recommendations to the Board for their improvement.</li></ol>
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**Goal 7.4:** To have an inspirational environment for the organisation, including physical resources that are appropriate to its programs, services, and operations.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Revise the CCDEU Master Plan for capital development of all CCDEU campuses against this Strategic Plan.	1. A revised Master Plan is prepared taking account of the developments proposed in this Strategic Plan and is approved by the Board to guide future capital development. 2. Funds are sought annually to continue development of the facilities in accordance with the Master Plan.	2009 – 2010  2010 & ongoing	Executive Officer  Organization Development Officer
3. Develop a landscaping plan for the development of an attractive and inspirational environment on all CCDEU campuses.	1. A landscaping plan is developed and implemented for all campuses, taking account of the developments proposed in the Strategic Plan and the Master Plan. 2. Funds are sought annually to continue development of the grounds in accordance with the Landscaping Plan.	2009 – 2010  2010 & ongoing	Executive Officer  Executive Officer
3. Construct a chapel on campus.	1. Funds for a chapel are identified and obtained. 2. Chapel is designed and constructed.	2012 2013	Chairman of Board Executive Officer
<b>SSDARU</b> 4. Seek funding to relocate the Drug and Alcohol Rehabilitation Unit from Stagpole Street.	1. Consultancy on the relocation is concluded. 2. Funding for purchasing property and for constructing Stage 1 of the new facilities is obtained.  3. Architect plans are revised in response to consultants' report for facilities to accommodate planned programs as well as ongoing operations: <ul style="list-style-type: none"> <li>a. Youth service;</li> <li>b. Couples with children;</li> <li>c. Dual Diagnosis clients;</li> <li>d. Aftercare;</li> <li>e. Early intervention;</li> <li>f. Supported accommodation for cognitively impaired clients.</li> </ul> 4. Site purchased. 5. Construction of Stage 1 is commenced.	March 2009 April 2010  April – Aug 2010  Nov 2010 Feb - June 2011	Co-ordinator Co-ordinator and Organization Development Officer Executive Officer        Executive Officer Executive Officer

**Goal 7.4 (continued)**

<p><b>SEV</b> 5. Include the following facilities in the Master Plan:</p> <ul style="list-style-type: none"> <li>• Dementia Unit;</li> <li>• Independent Living Units;</li> <li>• Residential facilities for people with disabilities and special needs.</li> </ul>	<p>1. Facilities for planned expansion of Elders Village are included in the Master Plan.</p>	<p>2009</p>	<p>Executive Officer</p>
<p><b>BI</b> 6. Develop facilities with which to provide a quality publishing program</p>	<p>1. Fit out a building as office, printing and studio facilities, as a safe productive environment for staff and visitors with appropriate internal design, with furniture and procedures to keep office space clean, tidy and efficiently organized.</p>	<p>June 2009</p>	<p>Co-ordinator</p>
<p><b>SCC</b> 7. Renovate dormitories on the Condon campus.</p>	<p>1. Renovations completed.</p>	<p>Feb – Dec 2009</p>	<p>Executive Officer</p>
<p>8. Construct stage 1 of Crystal Creek plan and seek funding for Stage 2 and 3.</p>	<p>1. Stage 1 of Crystal Creek constructed and completed. 2. Funding sought for Stage 2. 3. Funding sought for Stage 3.  4. Stage 2 constructed. 5. Stage 3 constructed.</p>	<p>Feb 2009 – March 2010 2009  2011  2011  2013</p>	<p>Executive Officer  Executive Officer and Principal Executive Officer and Principal Executive Officer  Executive Officer</p>
<p><b>Critical Success Factors</b> 1. Funds are sourced for all developments planned in the Master Plan and Landscaping Plan. 2. Identification of a suitable site for relocating SSDARU to allow for expansion in future activities.</p>	<p><b>Quality Assurance Processes</b> 1. Board approves and regularly reviews the master Plan and the Landscaping Plan.</p>		

**Goal 7.5:** To have funding streams, in addition to those from government funding agencies, that provide enhanced financial self-reliance for the organisation.

<b>STRATEGY</b>	<b>PERFORMANCE TARGETS</b>	<b>TIME LINE</b> (Date to begin and to finish)	<b>RESPONSIBLE OFFICER</b>
Refer Goals 1.2 and 5.1 (SDS) <b>CCDEU</b> 1. Research on going funding opportunities and sources, prepare submissions, and advocate for the organisation to secure additional funding.	1. Position of Organization Development Officer established, advertised, and appointed.	Mar- Apr 2009	Executive Officer
2. Undertake research to identify service gaps within Indigenous communities and identify funding, service delivery models, staffing, and infrastructure needed to deliver programs to service this need.	1. Position of Organization Development Officer established, advertised, and appointed.	Mar – Apr 2009	Executive Officer
3. A position of Promotions Officer/ Funds-raiser is established to seek donations to the work of CCDEU.	1. Promotions Officer/ Funds-raiser is identified or a new position is created (possibly to operate on a commission basis).	Oct 2010	Executive Officer
<b>BI</b> 4. Achieve Deductible Gift Status through the ATO Cultural Register.	1. Black Ink achieves DGR status and seeks donations to support its work.	Mar 2009	Co-ordinator
<b>Critical Success Factors</b> 1. Organization Development Officer position established and operational. 2. Being prepared to access new opportunities as they become available, whether or not they are in the Strategic Plan (providing that they are compatible with it).	<b>Quality Assurance Processes</b> 1. Reports to the Board on funding streams identified.		

**Goal 7.6:** To have structures, policies and procedures in place that ensure efficiency, cost effectiveness, accountability, and transparency in the organisation's governance, management, administration, and operations.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
Refer Goals 7.1 and 7.3. <b>CCDEU</b> 1. Provide induction to new Board members and periodic training to all members in the operations of CCDEU and in their responsibilities as Directors.	1. Induction programs are given to all new Board members and ongoing training to all members covering their fiduciary responsibilities and the operations of the Board, including Code of Conduct and Conflict of Interest policies. 2. Training given is recorded for audit purposes during accreditation and re-accreditation of CCDEU units. 3. ORG series of draft policies and procedures are reviewed and confirmed by the Board for implementation. 4. Pre-Board meetings are held before all Board meetings to ensure Directors are well acquainted with the background to the decisions to be made during the meetings.	Each meeting of the Board 2009 & ongoing.  After all training 2009 & ongoing 2009  2009 & ongoing	Executive Officer  Executive Officer Executive Officer Executive Officer
2. Ensure that the policy and directional role of the Board and the operational, reporting, and accountability responsibilities of the staff are defined and understood.	1. An explanation of the role and responsibilities of the Board is included in staff induction programs. 2. Procedures for accountability to the Board are discussed in Co-ordinators' Meetings. 3. Co-ordinators brief their staff in staff meetings on their operational, reporting, and accountability responsibilities.	2009 & ongoing  2009 & ongoing  2009 & ongoing	HRO  Executive Officer Co-ordinators
3. Prepare a clear organizational Chart that lays out the governance and management structure of CCDEU.	1. The Organizational Chart is revised in a Co-ordinators' Meeting and re-drawn, before submission to the Board for their information and approval. 2. Efficient administrative and personnel systems are in place with all staff having duty statements that include line of accountability qualifications required and regular performance appraisals.	July 2009  2009 & ongoing	Executive Officer  HRO
4. Maximise CCDEU's purchasing power and use it to encourage external agencies to increase employment opportunities for Indigenous people.	1. Purchasing is progressively centralised across CCDEU, and Purchasing Officer is appointed. 2. Purchasing Officer raises awareness of suppliers on Indigenous issues and the role that they can play in providing training and employment opportunities.	2011  2011 & ongoing	Executive Officer  Purchasing Officer

<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. Co-ordinators recognise the importance of their accountability to the Board.</li> <li>2. In-service training provided to staff at all levels in the administrative structures, policies and procedures of CCDEU.</li> <li>3. Funds to appoint a Purchasing Officer.</li> <li>4. willingness on the part of Co-ordinators to centralise purchasing in the interest of maximising Indigenous employment opportunities.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Periodic reports to the Board as to how these strategies are being carried out.</li> <li>2. Regular reports to Board on collaboration with suppliers and employment created for Indigenous people.</li> </ol>
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## QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

**Goal 8.1:** To have established partnerships and networks with the local and wider community to promote excellence of service delivery predominantly for and by Indigenous people.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
<b>CCDEU</b> 1. Establish and participate actively in local and national networks to utilize the collective resources and constantly improve CCDEU systems and practices and enhance service delivery.	1. Co-ordinators identify key organizations with similarities to CCDEU operational units, and establish links and partnerships locally and State-wide.	2009 & ongoing	Co-ordinators
	2. Compare operating systems and procedures for mutual benefit.	2009 & ongoing	Co-ordinators
<b>SSDARU</b> 2. Utilise the Cultural Links Officer to create a network that is beneficial to SSDARU.	1. CLO establishes networks which enhance service delivery and advance the interests of the clients.	2009 & ongoing	Co-ordinator
<b>SDS</b> 3. Qualify SDS to become a Quality Assured accredited company which will enable it to tender on Government projects.	1. Identify a position for a person to work full-time on reviewing and implementing the policies and procedures to achieve full QA status.	2011	Executive Officer
	2. SDS registered with Qld Government Project Services system to enhance the company's prospects of winning external contracts, including tendering on Qld Government projects.	2012	Executive Officer
<b>BI</b> 4. Obtain feedback on draft books from children and other publishers before publication. Communicate the results to authors tactfully to improve the quality of their work.	1. Feedback provided to authors and illustrators to enhance their work.	2009 & ongoing	Co-ordinator
<b>Critical Success Factors</b> 1. Funds available for a new position in SDS to manage QA status.		<b>Quality Assurance Processes</b> 1. Regular reports to the Board on networks and partnerships. 2. Regular reports to the Board on SDS's progress in achieving QA status.	

**Goal 8.2:** To recognise and celebrate the success and achievements of the organisation locally and nationally.

<b>STRATEGY</b>	<b>PERFORMANCE TARGETS</b>	<b>TIME LINE</b> (Date to begin and to finish)	<b>RESPONSIBLE OFFICER</b>
Refer Goal 7.5, 7.7, and 5.1. 1. Promote the achievements of CCDEU's operational units across all relevant industries.	1. A regular newsletter is produced publicizing CCDEU's activities and achievements and is distributed widely. 2. All coordinators ensure that achievements are recorded and acknowledged. 3. Publicity and promotional materials concerning SCC are targeted to students' communities and their parents.	2009 & ongoing  2009 & ongoing  2009 & ongoing	Executive Officer  Co-ordinators  Co-ordinator
2. Ensure that all operational units maintain accreditation standards and that this is publicized locally and nationally.	1. Accreditation standards are documented and internal operations are benchmarked against them. 2. Policies and procedures governing quality assurance and continuous improvement are referred to in all promotional materials, especially to funding and regulatory authorities.	2009 & ongoing	Co-ordinators
3. Present research and/ or practices at relevant conferences and workshops.	3. Key staff present research and/ or practices at relevant conferences and workshops.	2009 & ongoing	Co-ordinators
<b>Critical Success Factors</b> 1. Achievements are recorded and publicized. 2. Funding for travel to attend conferences and for newsletters.	<b>Quality Assurance Processes</b> 1. Board periodically reviews promotional activities undertaken and their outcomes.		

**Goal 8.3:** To provide continuous quality assurance in the delivery of education and human service programs that reflect current research.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
Refer Goals 1.3, 7.2 and 7.3. <b>CCDEU</b> 1. Develop and implement comprehensive policies and procedures throughout all activities of CCDEU that ensure its operation and outcomes are of the highest quality and that there is a focus on continuous improvement.	1. Policies and Procedures on quality assurance and continuous improvement are reviewed annually in the Co-ordinators' Meeting. 2. Accreditation requirements are documented and met by all operational units. 3. An organizational culture is fostered that promotes a focus on improvement. 4. Regular reviews are undertaken of progress against the Goals and Performance Targets of the Operational Plans and the Strategic Plan. 5. Accreditation requirements and quality assurance and continuous improvements are standing items on the agendas of staff meetings and Co-ordinators' Meetings.	March each year.  2009 & ongoing  2009 & ongoing  2009 & ongoing  2009 & ongoing	Executive Officer  Co-ordinators  Co-ordinators  Co-ordinators  Co-ordinators
<b>SEV, SSDARU</b> 2. Achieve appropriate accreditation for care services.	1. SSDARU completes the IHCA accreditation process. 2. Accreditation is reviewed internally at least every two years to ensure standards are being maintained.	March 2009 2010 and every two years thereafter	Co-ordinator  Co-ordinators
3. Provide regular in-service training to staff on the CCDEU Policy & Procedures Manual, on operational policies and procedures, and on quality assurance for the accreditation process.	1. Co-ordinators exchange approaches to quality assurance, continuous improvement, and achieving accreditation in Co-ordinators' Meetings.	2009 & ongoing	Co-ordinators
<b>SCC</b> 4. Complete the Cyclical Review and ensure that standards of both campuses continue to be benchmarked against NSSAB accreditation requirements.	1. Cyclical Review completed and report submitted to the Board and NSSAB. 2. Cyclical Review undertaken at least every four years to confirm standards.	March 2009  2012, 2016	Co-ordinator  Co-ordinator
<b>Critical Success Factors</b> 1. Commitment by Co-ordinators and staff to quality and improvement.	<b>Quality Assurance Processes</b> 1. Quality assessments against accreditation criteria and reports to the Board. 2. Reviews against the performance Targets of Strategic Plan and Operational Plans and reporting progress to the Board.		

**Goal 8.4:** To have in all CCDEU programs processes of research, action, reflection, review, and renewed action which lead to relevance and excellence in management and operations.

<b>STRATEGY</b>	<b>PERFORMANCE TARGETS</b>	<b>TIME LINE</b> (Date to begin and to finish)	<b>RESPONSIBLE OFFICER</b>
<b>CCDEU</b> 1. Implement processes of reflective practice throughout CCDEU operational units.	1. Co-ordinators implement ongoing training, dialogue, and analysis of practice and outcomes that encourages staff to reflect on their practice, seek to enhance it, and then to implement and review it again.	2009 & ongoing	Co-ordinators
2. Review progress in achieving the Performance Targets and Goals of the Strategic Plan and of Operational Plans according to the schedules indicated in Goals above (e.g., Goals 7.2 and 7.3)	1. Regular reviews of the Strategic Plan and of Operational Plans initiate reflection on practice and outcomes.	2009 & ongoing	Co-ordinators
<b>Critical Success Factors</b> 1. Regular forums such as staff meetings in which practice and outcomes are reflected on and reviewed in open discussion.	<b>Quality Assurance Processes</b>		

**Goal 9.1:** To promote and project an image of excellence and distinctiveness in all the productions and public presentations of the organisation, supported by high quality programs and operations.

STRATEGY	PERFORMANCE TARGETS	TIME LINE	RESPONSIBLE OFFICER
Refer Goals 4.1, 5.1, 7.5, and 8.2. <b>CCDEU</b> 1. Promote CCDEU and its operational units through all media networks, particularly the Indigenous media.	1. Funds allocated in the annual budget for a Promotions Officer to be responsible for ongoing publicity and promotion, internal and external newsletters, and the Annual Report. 2. Promotions Officer prepared a comprehensive annual plan for promotion and publicity to be submitted to the Board for approval.	Oct 2009  2009 & ongoing	Executive Officer  Promotions Officer
2. Encourage staff to attend work related conferences and workshops, to present papers, and to promote the work of CCDEU and its operational units.	1. Funds are allocated in the annual budget for conference attendance. 2. Staff present evidence of high quality operations in their presentations at conferences and workshops.	2010  2010 & ongoing	Executive Officer  Co-ordinators
3. Develop a presentation package on each operational unit and on CCDEU for distribution to the general public.	1. Promotions Officer assists each operational unit to compile a presentation package.	2010	Co-ordinators
<b>SCC</b> 4. Establish an on-going promotions program that publicises the unique features and achievements of SCC to parents, in education and other professional circles, and to the wider community.	1. SCC newsletter continues to be circulated to parents, communities, and in the wider community, promoting the positive achievements of students and staff.	2009 & ongoing	Principal

<p><b>BI</b></p> <p>5. Impress the book-buying public with high quality production as they become increasingly aware of Black Ink.</p>	<ol style="list-style-type: none"> <li>1. A database is maintained of interested consumers and they are kept informed email, fax, and post of Black Ink publications.</li> <li>2. Opportunities are facilitated for artists and books to win awards and gain good reviews, sending all books to potential reviewers.</li> <li>3. An up-to-date catalogue of books is published at least once a year.</li> <li>4. A distinctive, well-designed web site is maintained to promote resources and share information on-line.</li> <li>5. Partnerships are developed with Libraries, Cultural organizations, Early Childhood, Language, Arts, Education, Community, Youth Justice, and Church organizations.</li> <li>6. Black Ink publications are advertised in appropriate media outlets.</li> <li>7. An on-going promotions program is established for Black Ink Press products and services that capitalises on the unique nature of CCDEU and at the same time serves to promote the wider activities of CCDEU.</li> </ol>	<p>2009 &amp; ongoing</p>	<p>Co-ordinator</p>
<p><b>Critical Success Factors</b></p> <ol style="list-style-type: none"> <li>1. CCDEU staff work within the CCDEU Code of Conduct and a code of ethics relevant to their discipline.</li> </ol>	<p><b>Quality Assurance Processes</b></p> <ol style="list-style-type: none"> <li>1. Periodic reviews of the targeting and effectiveness of promotion and publicity of CCDEU.</li> </ol>		